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ABSTRACT

This curriculum guide provides the essential elements and activities for competency-based high school diploma programs. Adult Performance Level (APL) goals and objectives are listed and correlated to appropriate curriculum content areas. The next section indicates which topics/lessons are covered in each unit or part of a unit. Lists that identify topics covered within the APL areas appear next. The essential elements and activities are then outlined for these units or fraction of a unit: Correlated Language Arts I, II, III; Practical Writing Skills; Business Communications; Introductory Physical Science; Introductory Biology; Health Education; Physical Education I, II, III; Economics with Emphasis on the Free Enterprise System and Its Benefits; United States Government; United States History; World History Studies; World Geography Studies; Fundamentals of Mathematics; Consumer Mathematics; and Pre-Algebra. A chart at the beginning of each unit correlates objectives and activities/lessons. The instruction sheet for each activity/lesson provides the following information: objective, resource, and sequence of activities. The guide concludes with information on electives. The essential elements of elective courses are provided for students to use in writing a report. (YLB)

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TEXAS COMPETENCY BASED HIGH SCHOOL DIPLOMA PROGRAMS

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COMPETENCY BASED HIGH SCHOOL CURRICULUM GUIDE

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AUSTIN COMMUNITY COLLEGE
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APL GOALS AND OBJECTIVES

APL Goals and Objectives, and Definitions of the APL Skills

GOALS AND OBJECTIVES

Content Area: Community Resources

Goal: To understand how individuals use community resources, including transportation systems, to achieve a more satisfactory way of life.

Major Objective: 1. The individual should know when and how to use recreational resources. This means that he or she should know: CR-2, CR-3, CR-4, PE-2, PE-3, CR-7

Objective: A. About the types of services offered by various facilities, both public and private, for recreation and entertainment.

Examples:

- What types of activities are available or allowed in public parks
- Where to go to see a movie or play
- What types of museums or cultural activities are available in an area

Objective: B. How to schedule activities at or through the various facilities.

Examples:

- Reading a theater schedule
- Calling for movie information
- Checking the newspaper for T.V. programs
- Subscribing to a series (concert, movie, sports, etc.)

Objective: C. What types of equipment, or preparation, or previous experience might be required for participation in various activities.

Examples:

- Licenses required for special recreational activities
- Renting equipment such as bowling balls, canoes, bicycles, rowboats
- Necessity of auditions for some activities
- Making reservations for some facilities

Major Objective: 2. The individual should know when and how to use informational resources. This means that he or she should know: CR-1, CR-4, CR-5, CR-7

Objective: A. Which agencies or facilities (e.g., library, television, radio, newspaper, bulletin board) provide various types of information.

Examples:

- Where to go for information about mailing a package
- Types of information provided by state university extension services
- Getting weather reports
- Making maximum use of radio

Objective: B. How to gain access to the various agencies.

Examples:

- Getting permission to use facilities such as a bulletin board
- Getting telephone information for a distant city
- Filling out an application for a library card
- Using the card catalog

Objective: C. The circumstances under which various types of information might be helpful.

Examples:

- Need for information when buying a house
- Need for information about poisons
- Need for information when doing a home-repair job

Major Objective: 3. The individual should know how and when to use various community services. This means that he or she should know: CR-1, CR-3, CR-6, CR-7, CR-8, CR-9

Objective: A. Which agencies or departments provide various types of services.

Examples:

- Services offered by police
- Services offered by fire department
- Services offered by post office
- Services offered by Humane Society

Objective: B. How to apply for or gain access to various types of community services.

Examples:

- Where to write emergency numbers for easy access
- Using a fire call/alarm box
- Applying for welfare

Major Objective: 4. The individual should know how to use transportation systems and services. This means that he or she should: CR-4, CE-15

Objective: A. Know how to determine the appropriate mode of transportation.

Examples:

- Factors such as cost, time, accessibility and convenience
- Modes such as car, taxi, bus, train, plane, foot, bicycle

Objective: B. Know how to use transportation schedules.

Examples:

- Determining which bus to take to arrive at a certain time
- Figuring out arrival times
- Understanding the special exceptions noted on a schedule

Objective: C. Know how to calculate fares and other costs of transportation.

Examples:

- Calculating a plane fare
- Figuring gas mileage
- Using transfers to advantage

Objective: D. Know how to use road, city, and special transportation maps.

Examples:

- Finding the nearest bus stop on a city bus map
- Calculating distance using a road map
- Determining a route

Objective: E. Know how to make reservations and other travel arrangements.

Examples:

- Making hotel reservations by phone
- Buying a commuter ticket
- Using a travel agency
- Understanding confirmations

Objective: F. Know how to drive safely and legally.

Examples:

- Knowing rules of the road (passing, speeding, etc.)
- Knowing how to drive in special weather conditions
- Reading and understanding road signs

Objective: G. Know how to apply for and obtain the various documents associated with travel.

Examples:

- License tests (written and behind-the-wheel)
- Having valid registration
- Using license plates
- Needing a passport

Objective: H. Understand how time zones and daylight saving time may affect travel plans.

Examples:

- How time zones affect long-distance phone calls when making reservations
- How time zones affect travel plans
- How daylight saving time affects work schedules of service workers in the travel industry

Objective: I. Understand how modern transportation causes public problems.

Examples:

- Relation of cars to air pollution
- Concept of carpooling
- Traffic jams and parking problems
- Advantages and disadvantages of mass transit

Content Area: Occupational Knowledge

Goal: To develop knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests.

Major Objective: 1. The individual should understand how education, interests, and experience affect the kinds of employment one can or should pursue. This means that he or she should know:

OK-1, OK-2

Objective: A. Which educational and job experiences are required or recommended for specific occupational categories (or families) and how these requirements relate to the duties of the jobs in those categories.

Examples:

- What clerical jobs entail
- How much experience is required for technical jobs
- Understanding why social service jobs require special training

Objective: B. The minimum qualifications for specific jobs.

Examples:

- How much training it takes to be a secretary/stenographer
- What skills are required for librarians
- What legal job requirements are for bus drivers

Objective: C. How vocational testing and counseling can help individuals identify job interests and abilities.

Examples:

- Where to go for vocational testing
- What information the counselor needs to help the client
- Understanding the relationship between ability and interest

Objective: D. What factors outside the individual might affect his or her job choices or interests.

Examples:

- Need for certain types of hours
- Location of facilities relative to home
- Job benefits such as pension, insurance, vacation

Objective: E. How to read and assess job descriptions.

Examples:

- Match between interests and job description
- Match between needs and job description

or Objective: 2. The individual should know how to apply for a job. This means that he or she should:

Objective: ^{OK-2, OK-7, OK-9} A. Know how to use various sources to identify job opportunities.

Examples:

- Differences between types of sources (newspapers, agencies, word-of-mouth)
- Fees
- Which to use in particular circumstances

Objective: B. Know how to inquire about or apply for a job.

Examples:

- Writing a letter of inquiry about a job
- Asking for an application form
- Calling to set up an appointment or interview

Objective: C. Know how to fill out the various forms associated with employment.

Examples:

- What information to put on an application form
- What function a W-4 form serves
- A job evaluation form

Objective: D. Understand the compilation, construction, and importance of a resume or a description of previous jobs.

Examples:

- What to include in a resume
- How an employer uses a job history
- What information legally does not need to be reported
- Need for neatness and accuracy

Objective: E. Understand the importance of job interviews and know how to act accordingly.

Examples:

- Appropriate dress
- Promptness
- Need to anticipate obvious questions
- Relationship of interview to rest of hiring process

Major Objective: 3. The individual should know how to maintain a job. This means that he or she should:

Objective: A. Know the standards of behavior for various types of employment.
OK-1, OK-4, OK-5, OK-6, OK-8, OK-10

Examples:

- Need to obey company rules about promptness, lunch hours, and so forth
- How to deal with problems with other employees
- Understanding the influence of attitude

Objective: B. Understand how and why employers make decisions about promotion and dismissal.

Examples:

- Relationship between availability of jobs and opportunities for promotion
- Difference between lay-offs and firings
- Need for continuing education/growth

Objective: C. Know the legal restrictions that govern employers and employees.

Examples:

- Federal regulations governing working conditions
- Contracts
- Labor unions and unionism

Objective: D. Understand the financial aspects of employment.

Examples:

- Computing salaries
- Comparing benefits
- Calculating hours to figure amount of overtime
- Figuring out sick time

Content Area: Consumer Economics

Goal: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

Major Objective: 1. The individual should know how to plan family or individual budgets. This means that he or she should know: — CE-13, CE-16

Objective: A. What a budget is and how it should be used.

Examples:

- Advantages of making a budget
- Logical budget categories
- Using a budget to set realistic limits on spending

Objective: B. How to determine individual needs and resources.

Examples:

- Sources of income (salary, interest)
- Factors that determine need (family size, occupation)
- Setting priorities: needs versus luxuries or extras

Objective: C. How economic factors affect budgeting.

Examples:

- Inflation as a budget problem
- Seasonal employment and its effect on predictable income
- Using lists to prevent impulse shopping
- International trade

Major Objective: 2. The individual should understand the effective use of money, money substitutes, and financial services. This means that he or she should:

G&L-3, CE-1, CE-2, CE-10, CE-15, CE-16

Objective: A. Know how and why income and sales taxes are collected.

Examples:

- Sales tax as regressive
- Computing specific sales tax
- Filling out a 1040 form

Objective: B. Understand the relationship among various denominations of money and among various weights and measures.

Examples:

- Converting paper money to coins
- Figuring out the square yardage for carpeting
- Cutting a recipe in half

Objective: C. Know how to use various media of exchange.

Examples:

- Filling out a request for money order
- Cashing a check
- Using credit cards

Objective: D. Know the various types of banking services.

Examples:

- Opening a savings account
- Balancing a check book
- Requesting a loan
- Trusts

Objective: E. Know how to select, purchase, and maintain insurance policies.

Examples:

- Determining insurance needs
- Figuring out when insurance payments are due
- Finding best insurance policy for particular needs

Objective: F. Know how to figure costs and change.

Examples:

- Cost per unit price
- Totaling a bill
- Adding service charges
- Figuring change

Major Objective: 3. The individual should know how to apply the principles of consumer economics when buying, selling, or leasing goods or services. This means that he or she should:

Objective: A. Know how to use catalogs, consumer guides, and other reference documents to select goods and services.
CE-2, CE-5, CE-10

Examples:

- Using a catalog to scrutinize available products
- Using a consumer guide to find the best buy
- Using advertisements to establish product capabilities

Objective: B. Understand the principles of comparison shopping and the relation of price to quality.

Examples:

- Understanding the concepts of brand name versus house brand
- Effectively using size-cost comparisons
- Knowing which is best store to buy specific products

Objective: C. Know various packaging techniques and which are most cost-effective in terms of quality and storage.

Examples:

- Size of package as a storage factor
- Shelf-life as a buying factor
- Comparing fresh, frozen, canned, and prepackaged foods for cost and nutritional value

Objective: D. Know how to place orders.

Examples:

- Ordering in restaurants
- Tipping
- Placing mail or catalog orders

Objective: E. Know where to go to purchase particular goods and services.

Examples:

- Types of stores (cooperatives, department, retail, wholesale)
- What is available where
- Rental services

Objective: F. Know the laws that have been passed to protect consumers.

Examples:

- Listing of ingredients in particular order
- Dating of particular types of consumer goods (prescriptions, dairy products)
- Flammability regulations on drapes and cloth
- Exit regulations for public establishments

Major Objective: 4. The individual should understand the economic factors involved in maintaining consumer goods. This means that he or she should:

Objective: A. Know the basic procedures for the care and upkeep of personal possessions.
CE-8, CE-9, CE-10

Examples:

- Reading a care label on clothing
- Knowing how to clean stains on carpets
- Understanding the relationship between care and durability

Objective: B. Understand the relationship of price to the quality and the life of consumer goods.

Examples:

- Knowing that brand names usually cost more
- Factors other than price that determine quality
- Deciding when quality and durability should be sacrificed to price and ease of use

Objective: C. Understand the principles of crime prevention.

Examples:

- How to protect a car against theft
- How to list possessions for insurance purposes
- What to do at the scene of a theft or break-in to help police solve it

Major Objective: 5. The individual should understand marketing techniques and how these affect the individual, consumers in general, and the economy. This means that he or she should:

Objective: CE-3, CE-4
A. Know various modes and techniques of advertising, including inappropriate or illegal techniques.

Examples:

- Bait-and-switch techniques
- Price-fixing
- Appeals to emotions and peer pressure

Objective: B. Know where to go for help in solving consumer complaints or problems.

Examples:

- Better Business Bureau
- Complaint department or manager within store or industry
- Boycotts

Objective: C. Know the relationship among cost, availability, and need.

Examples:

- Regulating supply through tariffs
- Influencing demand through advertising (e.g., the Pet Rock phenomenon)
- Adjusting price because of lower supply (e.g., sugar "shortage" in 1974)

Objective: D. Understand the implications of consumption in light of finite world resources.

Examples:

- Conservation of resources
- Recycling of resources
- Interdependence of nations

Content Area: Mental and Physical Health

Goal: To understand the principles and practices that lead to good mental and physical health.

Major Objective: 1. The individual should know where, when, and why to seek medical help. This means that he or she should:

Objective: H-2, H-4, H-5, H-7
A. Recognize obvious signs of illness and know which require professional attention.

Examples:

- Normal temperature versus fever
- Brief versus persistent cough
- Symptoms of contagious diseases

Objective: B. Know the various types of medical facilities typically available in a community.

Examples:

- Public Health Service
- Hospital emergency rooms
- Private clinics
- Mental health clinics
- Ambulances

Objective: C. Know how and why to follow medical instructions.

Examples:

- Following dosage directions on a prescription label
- Getting adequate exercise to restore health
- Keeping a person who is ill in bed

Objective: D. Know how and why to communicate information about health problems to others.

Examples:

- Calling a doctor to explain symptoms over the phone
- Calling an employer to explain an absence
- Filling out a Public Health Service form

Major Objective: 2. The individual should know what personal habits promote good health. This means that he or she should: H-3, H-5, H-6, H-8, H-9

Objective: A. Know the basic principles of health maintenance.

Examples:

- The relation of cleanliness to health
- The relation of a regular exercise program to health
- Need for adequate sleep

Objective: B. Know the basic principles of nutrition.

Examples:

- Four basic food groups
- Special types of diets (low cholesterol, low salt, diabetic)
- Meal planning

Objective: C. Understand the relationship between drugs and health.

Examples:

- Immunization programs
- Side-effects of drugs (allergic reactions)
- Over-the-counter versus prescription drugs
- Alcohol
- Nicotine

Major Objective: 3. The individual should know how to apply principles of health to planning and raising a family. This means that he or she should: H-2

Objective: A. Understand the physical and psychological influences of pregnancy and the need for proper prenatal care.

Examples:

- How smoking affects a fetus
- Normal-term pregnancy
- Special dietary needs of a pregnant woman
- Congenital defects

Objective: B. Understand the importance of family planning and the effectiveness of various birth control methods.

Examples:

- Population growth as a worldwide phenomenon
- Financial and social issues in family planning
- Selecting appropriate birth control method

Objective: C. Know basic child-rearing practices.

Examples:

- Stages of child development
- Need for discipline
- Problems of child abuse

Objective: D. Understand the special health needs and concerns of adolescents.

Examples:

- Acne and skin problems
- Emotional swings
- Peer group influences
- Sexual maturation

Major Objective: 4. The individual should know how to deal with potential hazards and accidents. This means that he or she should: H-4, H-9

Objective: A. Recognize potential hazards.

Examples:

- Improper storage of flammables
- Medicines and cleaning fluids in reach of children
- Frayed cords and other faulty equipment

Objective: B. Know where and when to apply basic safety measures.

Examples:

- Use of fire extinguishers
- Fire escape procedures
- What to do when caught in a severe storm

Objective: C. Know when and how to apply first aid.

Examples:

- Shock treatment
- Treatment of dog bite or snake bite
- Immobilizing broken bones

Objective: D. Know how and whom to ask for help in emergencies.

Examples:

- Reporting a fire
- Requesting an ambulance
- Knowing where to get help if there is a street fight

Content Area: Government and Law

Goal: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Major Objective: 1. The individual should understand the structure and functioning of the federal government. This means that he or she should know about the:

Objective: ^{G&L-1} A. Composition and operation of both houses of Congress.

Examples:

- How senators and representatives are allotted per state
- Passage of a bill through House and Senate
- Committee system

Objective: B. Composition and operation of the executive branch of government.

Examples:

- Functioning electoral college
- Composition of the cabinet
- Presidential succession

Objective: C. Relationships between and among the three branches of government.

Examples:

- Presidential veto power
- Senate approval of treaties
- Supreme Court's ruling about constitutionality

Objective: D. Relationships between and among the federal, state, and local governments.

Examples:

- Revenue sharing
- Overlapping jurisdictions
- States' rights
- Home rule

Major Objective: 2. The individual should understand the relationship between individual citizens and the selection and maintenance of government. This means that he or she should:

Objective: ^{G&L-1, G&L-2, G&L-4} A. Know about the electoral process and the individual's role in it.

Examples:

- Voter registration
- Balloting
- Types of elections

Objective: B. Know about the Constitutional guarantees of individual rights.

Examples:

- Due process
- Habeas corpus
- Bill of Rights

Objective: C. Understand how the individual can try to influence her or his representatives.

Examples:

- Letter writing
- Citizen's lobbies
- Access to representatives' voting record
- Referenda

Objective: D. Know what kinds of demands the government may and does make on individuals.

Examples:

- Jury duty
- Selective Service
- Required legal documents (e.g., birth certificate)

Major Objective: 3. The individual should understand the relationship between individual citizens and the legal and penal systems. This means that he or she should know:

Objective: ^{G&L-2} A. The composition and operation of the judicial branch of government.

Examples:

- Presidential appointment of federal judges
- Appeal process
- Court jurisdictions
- Types of trials

Objective: B. Which acts society deems criminal.

Examples:

- Felonies
- Misdemeanors
- "White collar" versus "blue collar" crimes

Objective: C. When and how to hire a lawyer or gain access to other forms of legal aid.

Examples:

- When a lawyer is needed
- How to gain access to legal aid
- How to use Small Claims Court

Objective: D. An individual's rights when arrested, held, tried, paroled, or pardoned.

Examples:

- Rights of accused (including procedures of arrest)
- Warrants
- Bail
- Parole

Major Objective: 4. The individual should understand the relationship between individual citizens and government services. This means that he or she should understand:
G&L-2, G&L-3, G&L-4

Objective: A. How various kinds of taxes are collected.

Examples:

- Types of taxes
- Collection of taxes
- Tax forms

Objective: B. The relationship between taxes and social services.

Examples:

- Government needs money to operate
- Types of services provided by taxes
- Taxing jurisdictions (restrictions on uses of tax funds)

Objective: C. The reasons for social legislation.

Examples:

- Types of social legislation
- Societal responsibility and economic interdependence
- American ideals and concept of democracy

CURRICULUM CONTENT

CURRICULUM CONTENT

CLA I	OK-1	OK-2	OK-3	CR-1	CR-2	CR-3
CLA II	CR-4	H-1	H-2	CE-1	CE-2	CR-5
CLA III	CE-3	CE-4	CE-5	CR-6	CR-7	OK-4
PRACTICAL WRITING SKILLS				OK-5	OK-6	OK-7
BUSINESS COMMUNICATIONS				OK-8	OK-9	OK-10
INTRODUCTORY PHYSICAL SCIENCE			OK-11	CR-8	CE-6	H-3
INTRODUCTORY BIOLOGY			H-8	H-9	CE-7	CR-9
HEALTH EDUCATION			H-4	H-5	H-6	H-7
PHYSICAL EDUCATION I, II			PE-1	PE-2		
PHYSICAL EDUCATION III, IV			PE-3			
ECONOMICS				CE-8	CE-9	CE-10
UNITED STATES GOVERNMENT			G&L-1	G&L-2	G&L-3	G&L-4
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CONSUMER MATHEMATICS			CE-15	CE-16	CE-17	
PRE-ALGEBRA			PA-1	PA-2	PA-3	

COMMUNITY RESOURCES

- CR1 Community Resources-Information and Aid
- CR2 Driving
- CR3 Using the Library
- CR4 Leisure and Recreation
- CR5 Education, Training and Personal Growth
- CR6 Social Security, Medicare and Emergency Services
- CR7 Mass Media
- CR8 Physical Science in Leisure Activities
- CR9 Biology Related Benefits to Society

OCCUPATIONAL KNOWLEDGE

RESOURCES

- OK1 Career Interest, Aptitudes and Career Choices
- OK2 Sources of Job Information
- OK3 Job Satisfaction and Attitude
- OK4 Legal and Financial Aspects of Employment
- OK5 Effective Written Communication
- OK6 Writing Business Letters
- OK7 Forms for Everyday Living
- OK8 Oral Presentations
- OK9 Resumes and Letters of Application
- OK10 Short Report and Summary Writing
- OK11 Physical Science Activities

HEALTH

- H-1 First Aid
- H-2 Marriage and Family Planning
- H-3 Physical Science Applications in Everyday Living
- H-4 Safety
- H-5 General Health Maintenance
- H-6 Food and Nutrition
- H-7 Social Problems
- H-8 Observations and inferences concerning health related issues
- H-9 Nutrition, Medication, and Environment

CONSUMER ECONOMICS

CE-1	Insurance
CE-2	Housing
CE-3	Advertising
CE-4	Fraudulent Sales
CE-5	Funerals
CE-6	Physical Science Products and Career Choices
CE-7	Biology Related Concerns for the Consumer
CE-8	American Free Enterprise System
CE-9	Government in the American Economic System
CE-10	The American Economy and the Consumer
CE-11	Units of Measurement
CE-12	Number Systems
CE-13	Math for the Consumer
CE-14	Probability and Statistics for the Consumer
CE-15	Interpretation of Statistical Information
CE-16	Finance, Investment and Tax Procedures
CE-17	Probability

GOVERNMENT AND LAW

- G&L 1 Forms of Government
- G&L 2 Citizen's Rights and The American Political Process
- G&L 3 Taxes
- G&L 4 Individual Rights and Responsibilities

UNITED STATES HISTORY

- USH1 The United States as a World Power
- USH2 Geographical Influences on United States History
- USH3 Economic Growth of the United States
- USH4 Social and Cultural Developments of the United States
- USH5 Political Development of the United States

WORLD HISTORY

- WH-1 Early Civilizations
- WH-2 Western Civilization
- WH-3 Historical Development
- WH-4 Development of the Twentieth Century
- WH-5 Economic Developments

WORLD GEOGRAPHY

- WG-1 Physical and Cultural Geography
- WG-2 Interchange among Regions and Nations
- WG-3 Urban Environments

PHYSICAL EDUCATION

- PE-1 Physical Fitness
- PE-2 Skill Related Activities
- PE-3 Lifetime Sports Activites

PRE-ALGEBRA

- PA-1 Numbers and Place Value
- PA-2 Geometry and Probability Concepts
- PA-3 Use of Statistical and Geometric Concepts

ESSENTIAL ELEMENTS AND ACTIVITIES

CORRELATED LANGUAGE ARTS I (1 UNIT)

1. Writing concepts and skills. The student shall be provided opportunities to:	OK-1	OK-2	OK-3	CR-1	CR-2	CR-3
A. Organize ideas in writing:	#1-#6	#1-#4				#7, #8b
B. Respond appropriately to purpose and audience in a given writing situation:	#1-#6	#1-#4				#7, #8b
C. Use appropriate punctuation, capitalization, and spelling:	#1-#6	#1-#4				#7, #8b
D. Edit for clarity of language, appropriate word choice, and effective sentences; and	#1-#6	#1-#4				#7, #8b
E. Complete commonly used forms.					#5	#4
2. Language concepts and skills. The student shall be provided opportunities to:						
A. Control sentence structure and avoid fragments and run-ons; and	#1-#6	#1-#4				#7, #8b
B. Employ appropriate forms of standard English usage.	#1-#6	#1-#4				#6, #7, #8a, #8b
3. Literature concepts and skills. The student shall be provided opportunities to:						
A. Discuss a variety of literary selections;						#6

	OK-1	OK-2	OK-3	CR-1	CR-2	CR-3
3. B. Relate to literature by comparing incidents from literature with personal experience; and						#7
C. Use literary models of writing to discuss basic language principles.						#8a
4. Reading concepts and skills. The student shall be provided opportunities to:						
A. Identify the directly stated or implied main idea;						
B. Recall specific facts and details;		#1-#4	#1-#3			#1
C. Arrange a list of events in sequence;			#1-#3		#1, #2, #3	#1, #2, #3
D. Perceive cause and effect relationships;					#5, #6	#1, #2, #4
E. Make inferences and draw logical conclusions;	#1, #2, #3, #5	#2	#2, #3		#6	
F. Arrive at a generalization from a given series of details or assumptions;	#1, #2, #3, #5		#1-#3			
G. Evaluate and make judgments on the basis of information given;	#1, #2, #3, #5		#1-#3	#5	#6	
H. Distinguish between fact and nonfact, including persuasive devices;						#6, #8a
I. Choose the appropriate meaning of multimeaning words;						#8a

	OK-1	OK-2	OK-3	CR-1	CR-2	CR-3
4. J. Follow written directions involving subordinate steps;				#3		
K. Use various parts of a book as aids in locating information; and				#3, #6, #7		#5
L. Use various sources as aids in locating information.				#3, #6, #7		

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-1 CAREER INTEREST, APTITUDES & CAREER CHOICES

OBJECTIVE: To demonstrate an awareness of Career Interest and Aptitudes and of different kinds of careers available in the world of work and utilizing the proper education and training to follow proper career choices.

1. Aptitudes and Traits

Read the section on "Your Aptitudes and Traits" found in the OK-1 folder and answer the following questions on your paper and in your own words:

- a) What are aptitudes?
- b) What aptitudes do you think you possess?
- c) List different aptitudes other people may possess.
- d) What are traits?
- e) What traits do you think you possess?
- f) Why is "independence" a good trait to develop?
- g) Why is "organization" a good trait to develop?

2. Interest and Abilities

Read "Your Interests and Abilities" found in the OK-1 folder and answer the following questions on your paper and in your own words:

- a) What are "interests"?
- b) What do you think are some of your "interests"?
- c) Why should the career you choose for yourself reflect not only your interests but your aptitudes as well?
- d) Why should you explore different careers?
- e) How can you turn interests into abilities?

3. Your Education and Careers

- a) Read "School and the Real World" in the OK-1 folder and answer the following questions in writing. Write down all questions.

- 1) Why is it generally not a good idea to drop out of school before you are sure what career you want to enter?
- 2) How will learning about yourself in school help you fit into the right job? How will learning about others help?
- 3) What is the difference between a job and a career?

4. Curricula, Career Clusters, Career Lattices

- a) Read "Curricula, Career Clusters, Career Lattices and the DOT" in the OK-1 folder and answer the following questions in writing.

OK-1 Instruction Sheet

4. Curricula, Career Clusters, Career Lattices (continued)

- 1) What is a curriculum?
- 2) How do different curricula differ?
- 3) What are career lattices?
- 4) What are career clusters?
- 5) List the fifteen career clusters.
- 6) How can you use your understanding of career cluster and lattice to help you choose a job goal?

5. Matching Course and Careers

Read "Matching Courses and Careers" in the OK-1 folder and answer the following questions in writing.

- a) What is one way not to choose a college or vocational course?
- b) What are some useful courses a student wanting a career in "Business and Office" may take?
- c) Why are "English" and "Math" very important courses regardless of what career you may choose?

6. After High School: What next?

Read the articles entitled, "Formal Schooling After High School: Less than 4 years," "Formal Schooling After High School: 4 or More Years," "Working, Earning and Learning," and "Deciding What to Do and How to Pay for It" in the OK-1 folder and answer the following questions in writing.

- a) List all the examples of formal schooling after high school of which you can think.
- b) What two basic programs are open to students who enroll in Junior or Community Colleges?
- c) What are apprenticeships?
- d) What are some of the advantages and disadvantages of correspondence courses?
- e) What are some ways to meet the financial cost of postsecondary training?
- f) Agree or disagree: Everyone needs a college education. Why?

7. Be prepared to discuss all work with your instructor.

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-2 SOURCES OF JOB INFORMATION

OBJECTIVE: To demonstrate an awareness of the various sources for locating a job.

1. Sources of Jobs

Read the section "Looking for Work" in the OK-2 Sources of Job Information folder. Then complete the following tasks.

- a) List and briefly describe in writing the most common ways of finding work listed in the narrative.
- b) What three (3) methods of finding work would you use if you were looking for work? State your reasons why you would choose these methods.

2. Want Ads

Read the section on "Want Ads" on the OK-2 Sources of Job Information folder and do the following assignment.

- 1) Define the following terms:
 - a. application
 - b. benefits
 - c. classified advertising
 - d. resume
 - e. retirement plans
- 2) What five (5) things should a "Help Wanted" ad tell you?
- 3) Using your local newspaper, find an ad for an auto mechanic. Cut it out and tape it to your assignment sheet. Does it give you the five (5) items of information listed on #2? Explain.
- 4) Again, using your local newspaper, find an ad for a job that you qualify for. Cut it out and tape it to your assignment sheet. Explain why you qualify for this particular job.
- 5) Refer back to the "Looking for Work" section on the OK-2 Sources of Job Information folder and list the word or phrase for the following abbreviations:

a. appt.	d. maint.	g. mfg.
b. exp.	e. mech.	h. rel.
c. h.s.	f. M-F	i. shthd.

3. Texas Employment Commission

- a) Read the section on "Texas Employment Commission" (pp. 11-12) in the OK-2 Sources of Job Information folder and answer the following questions in writing.
 - 1) What are the three main functions of the Texas Employment Commission?
 - 2) What services does it provide for finding jobs?

3. Texas Employment Commission (continued)

- 3) Give the address and phone number for the T.E.C. office closest to the CBHSD program.
- 4) What does T.E.C. offer employers?
- 5) Describe briefly the "Computerized Placement Service."
- 6) What is the Unemployment Insurance Program?
- 7) What is the maximum number of weeks one can receive unemployment insurance?
- 8) Under what conditions can a worker be ineligible to receive unemployment insurance benefits?

4. Private Employment Agencies

- a) Read the section on "Private Employment Agencies" in the OK-2 Sources of Job Information folder and answer the following in writing and on your own paper.
 - 1) What are private employment agencies?
 - 2) List one advantage and one disadvantage of private employment agencies.
- b) Use the private employment agency fee schedule found in the same folder to answer the following questions:
 - 3) If a private employment agency finds you a job that pays \$6,500 a year, how much must you pay the agency?
 - 4) If a private employment agency finds you a job that pays \$18,000 a year, how much must you pay the agency?

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-3 JOB SATISFACTION AND ATTITUDE

OBJECTIVE: To demonstrate your awareness of factors that lead to job satisfaction.

1. Motivation

Find the section on "Motivation" found in the folder entitled OK-3 Job Satisfaction and Attitude. Read this section carefully before doing the following tasks.

- a) In your own words, define motivation.
- b) There are some people that have no motivation. True or false? Explain your answer.
- c) Why is "outside motivation" important to a worker?
- d) Describe briefly the following motivation pattern:
 - 1) Finished job pattern
 - 2) Friendship pattern
 - 3) Perfection pattern
 - 4) Power pattern
 - 5) Combined pattern
- e) Which of the preceding patterns applies to you? Explain your response.

2. Job Satisfaction and Morale

Find the section on "Job Satisfaction and Morale" in folder entitled OK-3 Job Satisfaction and Attitude. Read this section carefully before doing the following tasks.

- a) Explain in your own words how job satisfaction and morale at work are related.
- b) How does motivation affect morale?
- c) Briefly describe five (5) job factors that affect morale.
- d) Every worker at one time or another may experience "low morale." Of what should you be careful of when you experience "low morale"?
- e) Why is it better to bring a problem at work out into the open?

3. Attitude

Find the section on "Your Attitude Shows" found in the folder entitled OK-3 Job Satisfaction and Attitude. Read this section carefully before doing the following tasks.

- a) Explain what "attitude" is.
- b) How can your attitude determine if you have good human relations or poor human relations?
- c) "Your attitude is contagious," explain in your own words what you think this phrase means.
- d) List and describe briefly eight (8) characteristics for which we all should strive in order to show a positive attitude.

OK-3 Instruction Sheet

4. Write on your own paper and in your own words a one-page essay describing why it is important to achieve job satisfaction and what we should do in order to achieve job satisfaction.
5. Be prepared to discuss all work with the instructor.

COMMUNITY RESOURCES**INSTRUCTION SHEET****CR-1 COMMUNITY RESOURCES - INFORMATION & AID**

OBJECTIVE: To demonstrate your knowledge of and your ability to identify resources in your community for which you may have a future need.

RESOURCE: Community Resources Reading Book

1. Read the narrative entitled "What are Community Resources?" and answer accompanying questions found in CR-1 folder. Do not write on the handout.
2. Read the narrative entitled "What You Can Find in the Yellow Pages" and answer accompanying questions found in CR-1 folder. Do not write on the handout.
3. Using the Procedure for "Making a Business Call," demonstrate your ability to place a call and record a phone log by calling a specific resource mentioned in CR-1 and asking a question appropriate to this resource. Instructor will monitor call or this activity may be role played.
4. Using the phone book, United Way Blue Book, or folder entitled CR-1 Adult Education Referral and Resource Guide, list two (2) resources, including proper name and address, for each of the following areas:
 - a) Psychological counseling
 - b) Physical health
 - c) Day care and early childhood development
 - d) Employment and vocational training
 - e) Drug abuse
 - f) Consumer protection
5. Call one (1) agency you've located from the preceding list CR-1 and fill out the Community Resource On-Site Interview Form available in the CR-1 folder. (May be role played.)
6. Using the Adult Education Referral and Resource Guide, match the appropriate agency with the situations provided in the worksheet "Do You Know Where To Go When" which can be found in the CR-1 folder.
7. Using the phone book, United Way Blue Book, or Adult Education Referral and Resource Guide, demonstrate your ability to set up housekeeping by completing the worksheet entitled "Setting Up Housekeeping" which can be found in the CR-1 folder.

COMMUNITY RESOURCES

INSTRUCTION SHEET

CR-2 DRIVING

OBJECTIVE: To demonstrate your knowledge concerning the rules and regulations governing driving as well as your responsibilities as a driver.

RESOURCE: Community Resources Reading Book

1. Read the section on "Before You Drive" (pp. 44-45) and answer the following questions on your own paper. Be sure to write all questions.
 - a) When your car is registered, the State provides _____.
 - b) Give the name and address of the local agency that issues license stickers.
 - c) When a car is sold between individuals, what is involved in transferring the title? Include all steps, mentioning legal procedures and fees.
 - d) What is an inspection sticker? Give the name and address of a local resource that will provide your car with a sticker and include the fee charged.
 - e) Name three (3) different types of driver's licenses.

2. Read the section on "Traffic Violation" in the CR-2 Driving folder and answer the following questions in your paper. Be sure to write out all questions:
 - a) What is the maximum amount of the municipal fine assessed for driving without a license?
 - b) What is the maximum amount of the municipal fine assessed for driving without liability insurance?
 - c) What is the amount of the municipal fine assessed for driving 10 mph over the limit in a 30 mph speed zone?

3. Read the section on "Defensive Driving" (pp. 47-48) and answer the following questions on your own paper. Be sure to write out all questions.
 - a) Who has the right of way in this situation?
 - b) What could the woman have done to avoid the wreck?
 - c) What is meant by defensive driving?
 - d) How can driving defensively help prevent traffic accidents?
 - e) List four (4) things you can do to drive defensively.
 - f) Now, write three reasons why people should drive defensively.
 - g) Where are defensive driving courses offered in your town?
 - h) What are some advantages to taking the course?
 - i) Who can take the course?

4. Complete worksheet CR-2 Road Signs by describing what each of the road signs mean; you may use the Texas Driver's Handbook to complete this assignment. You may write on this handout.

CR-2 Instruction Sheet

5. NOTE: If you have a valid Texas driver's license, you do not have to do this section. You must show driver's license to your instructor to receive credit for this section.
- Explain the procedure for obtaining a Driver's License and give a brief description of each step involved.
 - Give the location of the facility nearest your home where a Driver's License can be obtained and include the fee charged for issuing a license.
6. Read the section on "Maps: How to Read Them" and "The Map Legend" (pp. 73-81). Answer the following questions on your own paper. Use a map of Texas to assist you.
- How many miles does one inch represent on your map of Texas?
 - How many inches does your map show for the distance between Dallas and Houston?
 - Draw the highway marker designation for the following highways:
 - Interstate
 - United States
 - State
 - Farm or Ranch
 - If you are driving west to El Paso, which Interstate Highway would take you directly into the city?
 - List the cities which your map indicated have a population of:
 - 50,000 to 100,000
 - 100,000 and over
 - Use the map index to locate _____ and _____ (names of the cities are to be provided by the instructor). Plan a trip from _____ to _____ (same cities).
 - How many miles are there between the two cities?
 - What highway(s) would you take?
 - How many hours do you estimate this trip would take you?
 - If you begin the trip with a full tank of gas, will you need to stop to refuel? If so, where will you plan to stop?
 - List the names of the towns you will pass on this trip.
7. Be prepared to discuss all work with your instructor.

COMMUNITY RESOURCES

INSTRUCTION SHEET

CR-3 USING THE LIBRARY

OBJECTIVE: To demonstrate your knowledge about how to use the library and specifically, how to use books to locate specific information.

RESOURCE: Community Resources Reading Book

1. Read the section "Finding the Information You Need" and "Do You Have the Right Book?" (pp. 12-16) and answer the following questions.
 - a) What is the purpose of the card catalog?
 - b) The card catalog is divided into three sections. What are these sections?
 - 1.
 - 2.
 - 3.
 - c) You are looking for material on how to repair a torn screen at your house. Describe the steps you would go through at the library to find a book with the material you need.
 - d) What is the purpose of the Call Number on the subject card. How will it help you find a book in the library?
 - e) You are looking for a book titled Roots. Describe the procedure you would go through upon entering the library to find the particular book.
 - f) Where do you find the Table of Contents of a book? What does the Table of Contents tell you?
 - g) Where do you find the index of a book? What is the purpose of the index?
 - h) Complete worksheet found in folder entitled CR-3 #1 W.S. (5 pages) You may write on this handout.
2. Read the section "Checking Out A Book" (p. 16) and answer the following in writing. Be sure you write out all questions.
 - a) You need a _____ to take a library book home with you.
 - b) Describe the procedure for obtaining a library card.
3. Read the section "Reference Books" (pp. 17-18) and answer the following questions in writing and on your own paper. Be sure to write out all questions.
 - a) What are reference books?
 - b) May reference books be checked out?
 - c) List five (5) services your library provides.
4. If you do not have a public library card, go to the nearest branch of your local public library and apply for a public library card. After applying for the card, it will be mailed to you in a few days. If you do have a public library card, show it to your instructor for credit.

5. Upon receiving a library card (or if you already have one), go to the library and check out one (1) book from one of the following topics:

- a) Problems of the elderly
- b) Home repair
- c) A contemporary novel
- d) Occupations
- e) U.S. History

After finding the book write out on your own paper the following information about the book:

- a) title
- b) author
- c) call number
- d) brief description of the book (you'll find this information on the subject card)
- e) publisher
- f) number of pages in book.

Check out the book and bring the book to class for verification of your visit to the library.

6. Define the following terms:

- a) Biography
- b) Autobiography
- c) Prose
- d) Fiction
- e) Nonfiction
- f) Science Fiction
- g) Drama

7. Return to the library and select a book from one of the types listed in #6. Read the book and prepare a one-page written report, giving your opinion of it. Does this book relate to your life? If so, how does it relate; if not, why not? Of what importance is this book?

- 8.a. Define the following terms:

- a) Fact
- b) Propaganda
- c) Debate
- d) Argument
- e) Intimate
- f) Insinuate

- 8.b. Select a topic such as planned parenthood, nuclear energy, waste disposal, arms race, socialism, divorce, etc. Prepare a paragraph outlining your position on this topic. Include facts to support your position. Then write a second paragraph which opposes your position. Finally, write a conclusion statement.

CORRELATED LANGUAGE ARTS II (1 UNIT)

1. Writing concepts and skills. The student shall be provided opportunities to:	CR-4	H-1	H-2	CE-1	CE-2	CR-5
A. Use the composing process to plan and organize ideas in writing;	#1, #4, #7	#1, #4	#1-#4	#1-#8	#1-#8	#1-#3
B. Write for a variety of purposes and audiences;	#1, #2, #3, #4, #6, #7	#1-#4	#1-#4	#1-#8	#1-#8	#1-#3
C. Use various composition models as aids in developing writing skills;	#7, #8					#1-#3
D. Use formal and informal language appropriately; and	#1, #2, #3, #4, #6, #7	#1, #4	#1-#4	#1-#8	#1-#8	#1-#3
E. Edit for clarity of language, appropriate word choice, and effective sentences.	#1, #4, #6, #7	#1, #4	#1-#4	#1-#8	#1-#8	#1-#3
2. Language concepts and skills. The student shall be provided opportunities to:						
A. Use aural and visual stimuli as springboards for speaking and writing;	#7	#1, #4			#7a	
B. Control sentence structure and avoid fragments and run-ons;	#1, #4, #6, #7, #8c	#1, #4	#1-#4	#2, #3	#1, #4, #5, #6, #8	#1, #2
C. Employ appropriate forms of standard English usage;	#1-#8	#1-#4	#1-#4	#1-#4	#1-#8	#1, #2
D. Use common affixes to change words from one part of speech to another; and	#8b					

	CR-4	H-1	H-2	CE-1	CE-2	CR-5
2. Use literary models of writing to discuss sentence building and word choice.	#8					
3. Literature concepts and skills. The student shall be provided opportunities to:						
A. Recognize the major differences among poems, short stories, and plays;	#6					
B. Discuss figurative language; and	#8a, #7b					
C. Recognize point of view in a literary selection.	#7a, #7b #7e, #8c					
4. Reading concepts and skills. The student shall be provided opportunities to:						
A. Identify implied main idea;	#6-#8		#1, #2	#1-#8	#1-#8	#1-#2
B. Recall supporting facts and details;	#6-#8			#1-#8	#1-#8	#1, #2
C. Arrange events in sequential order;	#6-#8	#1, #4	#3		#5	
D. Perceive cause and effect relationships;	#6-#8	#1, #4	#3			
E. Make inferences and draw conclusions;	#1, #4, #6, #7, #8		#1-#4	#2, #3	#1, #4, #5, #6, #7, #8	#1, #2b
F. Summarize and make generalizations;	#1, #4, #6, #7, #8		#1-#4	#1, #5, #6, #7, #8	#1-#8	#1, #2
G. Analyze information and form judgments;	#1, #4, #6, #7, #8		#1-#4	#2, #3	#1, #3, #8	

	CR-4	H-1	H-2	CE-1	CE-2	CR-5
4. H. Follow complex written directions;						
I. Use various parts of a book and various books to locate information;	# 1-#8	#1-#4		#1-#8	#1-#8	#1-#3
J. Interpret graphs, diagrams, and charts; and	#5	#1-#4				#3
K. Recognize vocabularies associated with a variety of occupations, special interests, and hobbies.			#3		#4	
	#5-#8	#1, #2, #4		#1, #8	#2	#1-#3

COMMUNITY RESOURCES

INSTRUCTION SHEET

CR-4 LEISURE AND RECREATION

OBJECTIVE: To develop an awareness of productive uses of leisure time.

RESOURCE: Community Resources Reading Book

1. Read "What Can We Do Today?" (pp. 87-92) and define on your paper the terms "recreation" and "leisure." How are these two terms related? Think about yourself. How much leisure time do you have? How do you pass your leisure time? Explain your answers in a one-page essay.
2. List five (5) productive uses of your leisure time.
3. List five (5) non-productive uses of your leisure time.
4. Write a one-page essay explaining the relationship between your health and the use of your leisure time. Comment if a change in the way you spend your leisure time would be beneficial to your physical and mental health. Consider exercise, rest, productive hobbies, travel, and other areas of self improvement. Discuss why recreation is important to you.
5. Using the phone book, newspaper, Blue Book, or other resources give the name, address and cost, if any, of each type of facility from below which is available in your community.
 - a) Art museums
 - b) History museums
 - c) Concert sites
 - d) Live theatre sites
 - e) Sports arenas
 - f) Missions
 - g) Annual celebration
 - h) Nearby tourist attraction
6. Go to a library and select a poem, a short story and a play. Record a passage from each selection. How are these passages similar; how do they differ?
7. Select and follow-through on one of the activities listed below:
 - a) Attend a play. Write a one-page paper discussing the plot and the role of the characters in unfolding the drama.
 - b) Write a poem about an event or emotion that you have experienced. Tell how you felt and why you felt as you did. Use words and form to depict your feelings.
 - c) Watch a teacher-approved play or short story on television. Write a one-page paper discussing the plot, setting and character development.

CR-4 Instruction Sheet

8. a) Read three (3) critical reviews of movies, plays or concerts from a local newspaper or magazine. Clip or copy each review and place each on a separate sheet. Underline any phrases or words which the author(s) have used in making analogies or in creating specific images.
- b) Make a list of all adverbs and adjectives in each review. Underline the portion of these words which are serving either as a prefix or a suffix. Note the part of speech of the root word.
- c) Evaluate the author's point of view for each review and write a one-page report. Include a comparison and contrast of the author's use of imagery and figurative language in each review.

HEALTH

INSTRUCTION SHEET

H-1 FIRST AID

OBJECTIVE: To demonstrate your knowledge and your ability to apply first aid measures.

RESOURCES:

Health, Safety and Sanitation - Family Development Series
Standard First Aid and Personal Safety - Am. Nat'l Red Cross
Better Health, Your Healthy Body, Keeping Your Health - Townsend

1. Describe in writing IN DETAIL how to recognize (symptom) each medical emergency listed below and what to do (treatment). You need to know the proper things to do to perhaps save a life. Remember - symptom, what does it look like, and treatment, what do you do.

EMERGENCY SITUATIONS

- a) Burns - 1st, 2nd, 3rd degree
 - b) Shock from physical injury
 - c) Bleeding - minor and severe
 - d) Poisons - potential and primary
 - e) Drowning - rescue, artificial respiration, mouth-to-mouth
 - f) Heart attack - including CPR
 - g) Choking - Heimlich Maneuver
 - h) Snake Bite - with and without kit
 - i) Heat exhaustion
 - j) Stroke
 - k) Broken bones - simple and compound
 - l) Epileptic seizure
2. Write a list of all necessary items you would need to include in a well supplied First Aid Kit, and be prepared to demonstrate for the instructor what each item is and how it is used. You may use the above resources for this information.
 3. Write a list including addresses and phone numbers of four places to call for medical assistance in case of an emergency. The Community Resource Directory will help.
 4. Demonstrate or explain in writing for the instructor with the use of the first aid kit at school, the proper procedure to follow for four (4) of the following emergency situations.
 - a) Broken bone - use of a splint
 - b) Heavy bleeding - arterial
 - c) Choking - use Heimlich Maneuver
 - d) Fainting spell - pass-out
 - e) 2nd degree burn
 - f) Bad skin scrape full of dirt and rocks

H-1 Instruction Sheet

- g) Multiple wasp stings
 - h) Snake bite - type of snake unknown
 - i) Dog bite - resulting shock
5. Be prepared to discuss all your work with the instructor.

HEALTH
INSTRUCTION SHEET

H-2 MARRIAGE AND FAMILY PLANNING

OBJECTIVE: To demonstrate your knowledge of the responsibilities that come with marriage including family planning.

RESOURCE: Health II Reading Book

1. Read the section "What's in a Marriage?" in the H-2 folder and answer in your own words and on your own paper the questions 1 through 6 at the end of the section. Think about these carefully. They are perhaps more important than you realize.
2. Find and read the section "What is a Family?" in the H-2 folder and the section "Parenting and Family Planning" (pp. 41-52). Write on your own paper your personal opinions of the following topics. You may not always have the same feelings about the issues as the ones stated in the folder. Think before you write.
 - a) What is a "family?"
 - b) What happens to a marriage when children come?
 - c) What do adolescents do to the family?
 - d) What happens to the family when adolescents become adults?
 - e) What can happen to the family when there is a drastic change in one of the members? This could be a good or bad change.
 - f) What might happen to the family if one of the members wants to change their usual role within the family set-up?
 - g) How does having an elderly person (or two) in the family affect the family routine?
 - h) What do arguments, conflicts and fights do to the family?
 - i) How can counseling help in family problems? Where can counseling be found?
 - j) What does divorce do to a family?
 - k) What are some examples of other kinds of families besides those with mother, father, and children? How do you feel about them?
3. On your own paper and in your own words list and describe six methods of birth control. Be sure to describe what they are, where to get them, how they work, and an advantage and disadvantage for each.
4. Write a paragraph on what you consider good parenting to be. Think about it first. Give examples of poor parenting and ways to change these habits to improve the parenting process.
5. Be prepared to discuss all your work with the instructor.

CONSUMER ECONOMICS**INSTRUCTION SHEET****CE-1 INSURANCE**

OBJECTIVE: To demonstrate your knowledge of insurance terminology as well as the different types of coverage and cost.

1. Obtain the CE-1 Insurance folder and read "Protection for the Future," then define in writing the following terms.

a) policies	f) coverage
b) policy holder	g) beneficiary
c) premium	h) face value
d) agent	i) cash value
e) protection	j) loan value
2. In the CE-1 folder, read "Life Insurance" and answer the following questions. Be sure to THINK about life insurance when you answer the questions.
 - a) What is a Whole Life Policy?
 - b) What is Limited Payment Life?
 - c) What is Term Insurance?
 - d) What is Endowment?
 - e) What is a Family Life Policy?
 - f) Explain the medical exam the life insurance company might ask you to take.
 - g) What is Group Life Insurance?
3. Read "How Do I Choose" and "Other Things to Know" and answer the following questions:
 - a) What and how is the best way to choose a life insurance policy?
 - b) Why should you be cautious about mail order insurance?
 - c) Where should you keep your policies?
 - d) What are some factors which you will consider about the agent and the agency when choosing the right policy for you?
4. Read "Insurance and the Consumer" and complete the accompanying exercise.
5. Study the section on "Automobile Insurance" in the CE-1 folder and then write in your own words a description of each of the following types.

a) Bodily Injury Liability	e) Property Damage Liability
b) Medical Payment	f) Comprehensive
c) Uninsured Motorist	g) Collision
d) Personal Injury	

You may use other resources such as LIFEWORKS - Insurance for Your Life, Health and Possessions, or get the information from your agent.

CE-1 Instruction Sheet

6. Find the section on "Accident and Homeowners Insurance" in the CE-1 folder, and after studying the section, write descriptions on the following terms.
- | | |
|-------------------------------|-------------------------|
| a) Personal Liability | f) Special Form |
| b) Medical Payments to Others | g) Renters Tenants Form |
| c) Supplementary Coverage | h) Flood Insurance |
| d) Basic Form | i) Earthquake Insurance |
| e) Comprehensive Form | |
7. Study the section "Health Insurance" in the CE-1 folder and describe in your own words the following terms.
- | | |
|---------------------------|----------------------------|
| a) Group Health | g) Regular Medical |
| b) Individual Health | h) Major Medical |
| c) Medicare | i) Deductible |
| d) Medical Supplement | j) Co-insurance |
| e) Hospital Expense Insr. | k) Disability Income Insr. |
| f) Surgical Expense | |
8. Obtain two (2) of the policies listed below from an insurance agent, or two (2) policies you and your family already have, and explain in writing how much they cost, what they cover, and the company's name. Be thorough in your explanation.
- | | |
|--------------------------------|----------------------|
| a) Auto Liability | f) Whole Life |
| b) Auto Comprehensive | g) Term Life |
| c) Auto Collision | h) Endowment |
| d) Health and Medical Coverage | i) Any other kind... |
| e) Household Insr. | |

Remember; Company - Cost - Coverage.

9. Be prepared to discuss your work with the instructor.

CONSUMER ECONOMICS

INSTRUCTION SHEET

CE-2 HOUSING

OBJECTIVE: To demonstrate your knowledge of the various types of housing, their advantages and disadvantages, costs and legal rights and responsibilities.

1. Obtain the folder CE-2 Housing and read the material "Places to Live" and "Personal Household Needs", then answer the following questions in your own words. This will give you an idea of what kind of housing is available and what might meet your needs.
 - a) Give three (3) reasons why someone might prefer renting an apartment to buying a house.
 - b) Give three (3) reasons why someone might prefer buying a house.
 - c) How are a duplex and apartment different?
 - d) What kind of person or family would a mobile home suit?
 - e) What is the difference between a townhouse and a condominium?
 - f) Name and explain eight (8) things you must consider when deciding housing needs.
 - g) What are the conditions you should look for when choosing a house?
 - h) Who can help you if the landlord won't fix things?

2. Write the definitions for the following words and terms. You may use the CE-2 folder, the dictionary, a real estate agent, or any other resource that relates to property ownership and housing.

a) shelter	k) landlord	u) real estate agent (broker)
b) housing	l) utility	v) legal
c) duplex	m) appliances	w) evict (eviction)
d) apartment	n) furnished	x) forwarding address
e) mobile home	o) unfurnished	y) security deposit
f) low income housing	p) down payment	z) energy
g) townhouse	q) residents	aa) air conditioning
h) condominium	r) maintenance	bb) central heat
i) deposit	s) responsibilities	cc) contract
j) tenant	t) mortgage	dd) lease

3. Find the section "How Much Can You Afford?" in the CE-2 folder and describe in writing the basic ground rules for affording or qualifying to buy a house. You will have to use some math with your examples.

4. Look in the CE-2 folder, speak with a real estate agent, or use any other resource to answer the following questions. Be thorough!
 - a) What is a VA loan? How do you qualify for one?
 - b) What is a FHA loan? How do you qualify for one?
 - c) What is a conventional loan? How do you get one?
 - d) Who is the Real Estate Agent and how does he help you?
 - e) What is mortgage insurance?

CE-2 Instruction Sheet

- f) Where can you get home mortgage loan money?
 - g) What is a title search?
 - h) What does the Consumer Credit Protection Plan do for the home owner?
5. Describe briefly in writing what legal papers are necessary when buying a house and what they contain. How does a real estate agent fit in with this procedure? This information can be found in the CE-2 folder or from speaking with a real estate agent.
 6. Find the apartment rental lease in the CE-2 folder and read the narrative with it. On your own paper write four (4) restrictions placed on the tenants and four (4) restrictions placed on the landlord. What other fees and/or deposits might be required with a rental lease?
 7. In the CE-2 folder is a section on your legal rights as a tenant or mortgagor (buying a house). Read over the material and answer the following questions.
 - a) Interview someone who has had a problem either as a tenant or as a landlord. Get answers to the following questions.
 - 1) What was the problem? Explain it.
 - 2) What did the person do to solve the problem?
 - 3) What were his legal rights according to the CE-2 folder?
 - b) Write down what you would have done if you have been in his position.
 8. Contact a real estate agent or broker and with his help answer the following questions. Some agents may not want to help, so simply call another. Many agents with real estate licenses will not know the answers, so simply call another.
 - a) How could I qualify to buy a house?
 - b) What kind of mortgage could I get?
 - c) For me, where would the best place be to live in my community?
 - d) What are houses costing in this area currently?
 - e) How can two people with two incomes buy a house? Do they have to be married?
 - f) Why should I be concerned with re-sale value?
 - g) Why do you think I should buy instead of rent?
 - h) How is your commission figured?
 - i) What else do I need to think about before buying a house?
 - j) Why should I hire you as my real estate agent?
 9. Be prepared to discuss all your work with the instructor.

COMMUNITY RESOURCES

INSTRUCTION SHEET

CR-5 EDUCATION, TRAINING AND PERSONAL GROWTH

OBJECTIVE: To develop an awareness of the institutions of higher learning in your community.

RESOURCE: Community Resources Reading Book

1. Education

- a) Read material on "Relevant Information for the College Path" (~~pp. 1-4~~) in folder entitled CR-5 Education, Training and Personal Growth and do the following tasks on your own paper:
- 1) List the five most important reasons for choosing a junior college or university and explain in writing why you chose these five reasons.
 - 2) Would you rather attend a small or large college? Explain.
 - 3) List two reasons for choosing a two-year college over a four-year college.
 - 4) What is a college major?

2. Training

- a) Read section on "Vocational Schools" (~~pp. 13-16~~) found in the CR-5 Education, Training and Personal Growth folder and do the following tasks on your own paper:
- 1) List the five most important considerations for you when shopping for vocational schools.
 - 2) Name two sources for locating vocational schools.
 - 3) Define apprenticeship.
 - 4) Name an industrial, technical, or trade school and give a brief description of a program offered by this school.
- b) Read the sections on the "Military, Correspondence School, On-The-Job Training, and Cooperative Programs" (~~pp. 17-19~~) in the CR-5 Education, Training and Personal Growth folder and do the following tasks on your paper:
- 1) Which branch of the Military most appeals to you? Why?
 - 2) Provide name and address of the local recruiting office for this branch.
 - 3) What are correspondence schools?
 - 4) Why, or why not, would correspondence school be right for you?
 - 5) What are cooperative programs?
 - 6) Name a specific cooperative program offered locally.
 - 7) What is on-the-job training?
 - 8) Name three (3) fields of work that provide O.J.T.

3. Personal Growth

- a) Using newspaper, phone book, or other resources name two (2) private institutions where art, music, dance, or self-defense classes are offered. Give a brief description of one class from one of the above institutions, including the fee charged.

CORRELATED LANGUAGE ARTS III (1 UNIT)S

1. Writing concepts and skills. The student shall be provided opportunities to:	CE-3	CE-4	CE-5	CR-6	CR-7	OR-4
A. Use the composing process to plan and generate writing;	01- 04, 07	01- 04	01- 011	01, 04, 07, 08, 09, 011, 012, 013	01- 05	01- 07
B. Write for a variety of audiences and purposes;	04- 06	01- 04	01-011	01-014	01- 05	01- 07
C. Use the forms and conventions of written language appropriately;	01- 07	01- 04	01- 011	01- 014	01- 05	01- 07
D. Use formal and informal language appropriately; and	01- 07	01- 04	01- 011	01- 014	01- 05	01- 07
E. Edit for clarity of language, appropriate word choice, and effective sentences.	01- 07	01- 04	01- 011	01- 014	01- 05	01-07
2. Language concepts and skills. The student shall be provided opportunities to:						
A. Control sentence structure; avoid fragments and run-ons;	01-04, 07	03 & 04	01- 011	01, 04, 07, 08, 09, 011, 012, 013	01- 05	01- 07
B. Recognize the forms of all parts of speech and the functions they perform in sentences;		03, 04	01- 011	01- 014	01- 05	01- 07
C. Recognize the meanings and uses of colloquialism, slang, idiom, and jargon; and	01, 02				05	
D. Produce well-formed simple, compound, and complex sentences	01- 04, 07	01- 04	01- 011	01, 04, 07, 08, 09, 011, 012, 013	01- 05	01- 07

3. Literature concepts and skills. The student shall be provided opportunities to:	CE-3	CE-4	CE-5	CR-6	CR-7	OK-4
A. Identify sound devices and figurative language;	04- 06				05	
B. Recognize cultural attitudes and customs in literary selections;					05	
C. Recognize the development of an overall theme in a literary work; and					05	
D. Use basic literary terminology.					04- 05	
4. Reading concepts and skills. The student shall be provided opportunities to:						
A. Identify and evaluate main idea statements;	04		03, 04	01, 04	01, 05	01, 07
B. Note supporting facts and details;	01- 03	02- 04	03, 04	01, 04	01, 05	01- 07
C. Arrange events in sequential or simultaneous order;		03	05, 07			
D. Perceive cause and effect relationships;		03			01, 05	
E. Analyze a selection, draw conclusions, and make generalizations;	01- 05, 07			01, 04	01, 05	01- 07
F. Follow complex written directions;	04- 06		01- 011	01- 014	01- 05	01- 07
G. Locate information using various parts of a book, various sources, and graphic data;	04		02- 04	02, 03, 05, 06		
H. Understand terms and abbreviations used in forms and payroll deduction statements and;						01- 07
I. Understand specialized vocabularies.	01- 04		02- 04	01, 04		01- 07

CONSUMER ECONOMICS

INSTRUCTION SHEET

CE-3 ADVERTISING

OBJECTIVE: To identify and discuss various advertising techniques and to become knowledgeable about the effects of advertising on daily life.

1. Using the file titled CE-3 Advertising from the Life Skills File, briefly describe the ten techniques used by commercial advertising companies to sell products bought by the public. On your own paper write the questions and answers on pages 6 and 7 of the same folder.
2. Using this same folder, briefly describe in writing the seven techniques used in political advertising. Answer in writing the questions on pages 10 and 11 (Words You Need To Know). You may use the booklet Being an Informed Citizen for help.
3. Read pages 11 and 12 in the CE-3 Advertising folder, and write a paragraph describing how you would judge information and ideas that you hear through advertising techniques. Also answer in writing questions A and B on page 12.
4. Clip out various advertisements from the following categories and describe in writing the techniques used.
 - a) Two ads from popular magazines
 - b) Two ads from daily newspapers
 - c) One ad from a door-to-door circular
5. Find out the current costs for classified ads in a local newspaper, look at some examples, and write ads for all the following situations, stating their costs and running times. Describe in writing the advantages of using the classified ads.
 - a) Babysitting service in your home
 - b) Sell your motorcycle or bicycle
 - c) Wish to buy deep freezer
 - d) Find job as housekeeper (maid)
6. Design a newspaper ad three inches by six inches to advertise one of the following situations. Ask the instructor for additional instructions on how to design and draw an ad.
 - a) Sale on a product in your retail store
 - b) Service you can render
 - c) Grand opening for your new business
 - d) Political campaign-running for a particular office

CE-3 Instruction Sheet

7. Write a theme of one page or more on how advertising affects your life and the lives of your family. Be sure to explain the different effects advertising has on adults, adolescents and children, and the different types of advertising used currently. You may use the book Lifeworks, Advertising Techniques and Consumer Fraud if you need help.
8. Be prepared to discuss all your work with the instructor.

CONSUMER ECONOMICS**INSTRUCTION SHEET****CE-4 FRAUDULENT SALES**

OBJECTIVE: To discuss deceptive sales/service practices, to identify the agencies which serve to aid consumers and to demonstrate an understanding of the services offered by those agencies.

1. Using the white Street Law book, turn to Section 3 "Consumer Law", page 102, and write the answers to the following questions.
 - a) Describe the following deceptive sales practices: 1) Door to Door, 2) Referral Sales and Phoney Contest, 3) Bait and Switch, 4) Mail Order Sales, and 5) Repairs and Estimates.
 - b) How do federal laws protect the consumer?
 - c) How do state laws protect the consumer?
 - d) How do local laws protect the consumer?
 - e) What should you do before buying a product?
 - f) Explain in detail what to do after buying a product with which there is a problem (proper procedure for the consumer).
2. Describe in writing the following consumer protection agencies and organizations. Be sure to include the purpose of each and what each can do for you. You may use the Street Law book and the Community Resources Directory.
 - a) Better Business Bureau
 - b) Texas State Attorney General
 - c) Office of Consumer Affairs
 - d) Federal Trade Commission
 - e) Food and Drug Administration
 - f) Consumer Product Safety Commission
 - g) U.S. Postal Service
 - h) Civil Aeronautics Board
 - i) Interstate Commerce Commission
 - j) National Transportation Safety Board
3. Write a description with all the details pertaining to a personal experience or that of a family member or friend where fraudulent actions were involved (ripped off or cheated). Also, explain what was done in retaliation by the person involved. Be sure to explain whether you feel, or whether the other person feels it is worth the time and effort to go through the proper channels to process a complaint.
4. Write a formal letter to the Better Business Bureau or Attorney General explaining the situation, stating your complaint and asking for advice to settle the problem. Be sure to follow proper letter writing rules and also to include all necessary details in your letter.
5. Be prepared to discuss all your work with the instructor.

CONSUMER ECONOMICS
INSTRUCTION SHEET

CE-5 FUNERALS

OBJECTIVE: To demonstrate your knowledge of the expenses and services involved in funerals and the methods of financing available.

1. Make a list of the funeral homes in the local area, including their addresses and phone numbers.
2. From your home phone, call or write the funeral homes until you find two (2) that will give you the following items:
 - a) price list of all services rendered
 - b) application or information sheet to be filled out on the deceased
 - c) brochures on all services offered.

Request a copy of the materials and bring them to school. Be sure to get the person's name with whom you spoke at each funeral home. If they are rude or uncooperative, simply thank them and call the next one on your list. Remember, you are the consumer, they are trying to sell a service to you, so if they won't work with you, don't give them your business.

3. Study the applications from the different funeral homes. Choose one and fill it out completely using yourself or a family member as the deceased. This will give you a good idea of all the information needed to process a funeral. Turn in all the material from all the funeral homes when you have completed the life skill.
4. Look in the newspaper at the obituary section (classified ad section) and study how the obituaries are written. Write a list of all the details you find listed in each obituary. Then, compose (write) one to notify the public of your death or that of a family member.
5. Write a list of the religious requirements and functions that will be involved in your funeral. What personnel (priests, preacher, lay people, speakers, singers, etc.) will be needed? How, where and by whom are these functions enacted? Write an additional list of all the items that need to be considered before, during and after your funeral.
6. What arrangements need to be made at the cemetery before burial? How much will the plot or mausoleum, the grave marker or stone and any other requirements cost? Call or write a cemetery for this information, and be sure to get the name of the person whom you contact.
7. Write a description of cremation, what it entails and the current costs. This information may be part of the materials you received from the different funeral homes. Otherwise, make some phone calls to find out. Be sure to get the name of the person whom you contact.

CE-5 Instruction Sheet

8. Write down where and on what terms you can "charge" (pay on time) funeral expenses. Where and on what terms can you use a credit card such as VISA or Master Card? Where and on what terms are there "prepayment" plans? How might life insurance help? Some of this information might be with your price lists from number 2 above. Otherwise, make some calls or write.
9. Write four examples of how funeral homes and their directors might "rip you off" or take advantage of you and your family in a fraudulent manner. This is easy to do when the family paying the expenses is sad and upset. Speak with someone who has suffered the loss of a family member, or someone close, and who ended up paying for more than was really needed. Write this report.
10. Explain in writing what an autopsy is, why it might be necessary, what legalities are involved, and who does it.
11. Describe briefly in writing (one page or less) what kind of funeral you want for yourself and why. Be precise, you have quite a bit of information to back up your opinions.
12. Be prepared to discuss all your work with the instructor.

COMMUNITY RESOURCES**INSTRUCTION SHEET****CR-6 SOCIAL SECURITY, MEDICARE AND EMERGENCY SERVICES**

OBJECTIVE: To demonstrate your knowledge of Social Security, Medicare and Emergency Services

RESOURCE: Community Resources Reading Book

1. Read the narrative on "Social Security" found in the CR-6 folder and answer the following questions:
 - a) Why was Social Security first set up?
 - b) What do the records kept by the Social Security Administration show?
 - c) What three categories of persons receive a monthly Social Security check?
 - d) Is it true that all income should be reported? Why or why not?
 - e) What is a Request for Statement of Earnings and card used for?
 - f) What must you have on hand when applying for Social Security benefits?
2. List the address of the Social Security Administration Office most convenient to you.
3. List your Social Security number or if you don't have one, fill out an application for a Social Security number.
4. Read the narrative found in folder CR-6 entitled "Medicare" and answer the questions found in the narrative. Do not write in the handout.
5. List the address of the local Social Security Administration Office that handles Medicare.
6. List the emergency number that will transfer your call to the fire department, police department or emergency medical service in your community.
7. Describe a situation appropriate for calling Emergency Medical Services (EMS).
8. Describe a situation appropriate for calling the fire department and provide the name and number of the station closest to you.
9. Describe a situation appropriate for the use of Family Medical Care Minor Emergencies and provide the address and phone number of the center closest to you.
10. Give the TV channel, hour, and day of the week that "Crime Stoppers" is on the air and include the phone number for reporting a crime.
11. What type of emergencies would the Office of Civil Defense in your area handle?
12. Describe a situation appropriate for the use of the County Sheriff's Department.

CR-6 Instruction Sheet

13. Give a situation appropriate for the use of the City Police Department.
14. Name a volunteer organization that helps out in any type of emergency.

COMMUNITY RESOURCES

INSTRUCTION SHEET

CR-7 MASS MEDIA

OBJECTIVE: To demonstrate your knowledge of how mass media influences your life.

RESOURCE: Community Resources Reading Book

1. Read the article "Mass Media in Your Life," (pp. 99-103) and list three types of mass media other than television and motion pictures. Describe how each affects you (your beliefs, attitudes and behaviors).
2. Select the one form of mass media which you believe influences you the most. Analyze, write out and be able to discuss how it shapes the way you look at the world. Please specify a particular program, movie, magazine, etc.
 - a) A news program
 - b) A commercial
 - c) A dramatic or comedy TV series
 - d) A motion picture
 - e) A magazine
 - f) A music video

Think about how characters are presented in the form of mass media you have selected. Are the leading characters presented as "fashion plates" or as "common folks"? How does it deal with social, political or social issues? Does it deal with them at all? What benefit do you derive from it? Is it important to you? Does it really matter?

3. Select a current events topic (an upcoming election, a recent crime, proposed legislation, etc.). Watch at least two news programs or read at least two newspaper articles which discuss this topic. Write a brief comparison ($\frac{1}{2}$ page) on how these programs or articles have presented the issues on the topic. What arguments which were presented influenced your opinion? Were simple factual statements made, were graphs and statistical information presented or were testimonials given? How effective were these methods?
4. Define the following terms:

a) prose b) poetry c) novel d) fiction e) non-fiction f) biography g) autobiography	h) setting i) mood j) theme k) antagonist l) protagonist m) point of view n) style
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CR-7 Instruction Sheet

5. With the approval of your instructor, select a poem or short story to read. Note the setting and time in which the action takes place. How are the main characters portrayed, or in the case of a poem, what feeling is conveyed? How do the author's choice of words, figures of speech or style convey the mood for his/her work? What is the theme of the work and how did the author develop it? Your responses to these questions should be at least one page in length and should include your opinion as to the statement you thought the author had tried to express.

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-4 LEGAL AND FINANCIAL ASPECTS OF EMPLOYMENT

OBJECTIVE: To demonstrate your awareness of Legal and Financial Aspects of Employment.

1. Read "A Day's Work, A Day's Pay" in the OK-4 folder. Answer the following questions concerning wages and deductions. Be sure to write down all questions on a separate piece of paper.
 - a) Explain the term "minimum wage."
 - b) Explain the following briefly;
 1. wages
 2. salary
 3. commission
 - c) What is over-time pay?
 - d) Your regular work week is 40 hours and your regular pay is \$4.20 an hour. If you worked 42 hours last week, how much will your wage be for the week? (Remember, TWO of those hours are considered over-time hours.)
 - e) If you feel that your employer is not paying you your proper wages, what agency can you contact for help? Give the address and phone number of the agency here in San Antonio.
2. Read "Social Security: Your Guaranteed Pension" in the OK-4 folder.
 - a) How does one become eligible for Social Security benefits?
 - b) Would you qualify for Social Security benefits for yourself if you were to retire today? Explain your answer.
 - c) What percentage of your income is deducted for Social Security?
 - d) If Jorge earns \$450.00 a week, how much money would be deducted for Social Security?
 - e) Most jobs in the country are now covered by Social Security, however, there are some jobs that are not. Which jobs are not covered by Social Security?
3. Read "Paying Your Income Tax" in the OK-4 folder. Answer the following questions:
 - a) What is the difference between "gross income" and "taxable income"?
 - b) Jimmy has two jobs, he is married and has two children. If he claimed these exemptions on his W-4 form for his first job, can he claim these exemptions on the W-4 form for his second job? Explain.
 - c) Does Jimmy have to claim all four (4) exemptions on his W-4 form? Explain.
4. Read "Fringe Benefits" in the OK-4 folder. Answer the following questions on benefits on your own paper. Be sure to write all questions.
 - a) What are "fringe benefits?"
 - b) List ten (10) fringe benefits that an employer may offer.

- c) List four (4) forms of paid time off your employer may offer.
5. Read "When You Lose Your Job" in the OK-4 folder. Answer the following questions on Unemployment Insurance on your own paper. Be sure to write out all questions.
- a) What is severance pay?
 - b) What is unemployment insurance?
 - c) How does one qualify for unemployment insurance?
 - d) Where does one apply for unemployment insurance?
 - e) What is required for you to continue to receive unemployment insurance?
6. Read "When You are Injured on the Job" in the OK-4 folder. Answer the following questions:
- a) What is workers compensation?
 - b) Under what conditions might you lose benefits even if your job is covered by workers compensation?
7. Read "Your Rights to Equal Career Opportunities" in the OK-4 folder. Answer the following questions on Equal Career Opportunities on your own paper. Be sure to write all questions.
- a) What does the term "Equal pay for equal work" mean?
 - b) What does the Equal Employment Opportunity Commission do?
8. Be prepared to discuss all work with the instructor.

PRACTICAL WRITING SKILLS (1/2 UNITS)

1. Writing for practical situations. The student shall be provided opportunities to:	- OK-5	OK-6	OK-7
A. Compose business letters;	01- 07		
B. Compose inquiries and requests;	05- 06		
C. Write letters of application;	06		
D. Complete application forms;			03- 05
E. Complete order forms; and			04
F. Take notes.	04	03, 05-07, 09	
2. Effective written language for practical situations. The student shall be provided opportunities to:			

PRACTICAL WRITING SKILLS (1/2 UNITS)

OK-5

OK-6

OK-7

2. A. Use correct spelling;	01- 06	01- 010	
B. Develop and use appropriate vocabulary;	01- 06	01- 010	02- 05
C. Use appropriate punctuation;	01- 06	01- 010	
D. Write Grammatically correct sentences;	01- 06	01- 010	
E. Use paragraphs effectively; and	04- 06	03- 07, 09	
F. Write legibly.	01- 06	01- 010	03- 05

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-5 EFFECTIVE WRITTEN COMMUNICATION

OBJECTIVE: To demonstrate your ability to write clearly.

RESOURCE: Write to the Point: Effective Communication in the Workplace, Michael B. Goodman, Prentice-Hall, Inc., 1984.

1. Read the section entitled "Clarity and Directness with Hard-Working Sentences and Paragraphs" (pp. 56-64). Write two examples of each of the following types of sentences:
 - a) Declarative
 - b) Interrogative
 - c) Exclamatory
 - d) Imperative
2. Read the sentences you have written. Does each sentence contain an action verb? If not, rewrite the sentences replacing passive (linking) verbs with action verbs.
3. Write two examples of each of the following types of sentences.
 - a) Simple
 - b) Compound
 - c) Complex
4. Select a work related topic of interest to you. On a separate sheet of paper,
 - a) Identify the topic (the military as a career, sex discrimination, self-employment, starting a small business, etc.)
 - b) Write five sentences about this topic
 - c) Read the sentences you have written. Write "1" next to the sentence you think should be first, a "2" next to the one you think should be second, etc.
 - d) Rewrite the sentences in the order in which you rearranged them.
 - e) Read these sentences again. Using the words from Table 4-1 "Transitions and Their Uses," rewrite two or more of the sentences so that their ideas will be tied together more closely. Turn in all work.
5. Follow the procedure outlined in #4 above to write five sentences in support of the issue you selected previously and five sentences in opposition. Use conjunction(s) to smooth the transition from pro-statements to con-statements (See pp. 58-59). Turn in all work.
6. Discuss with your instructor a suitable topic (college entrance requirements, your career interest, employment opportunities for youth, goal-setting, etc.). Write a theme on the topic using the following steps. Turn in all work.

- a) Write as many sentences as you possibly can about this topic.
 - b) Group the sentences according to a common area of interest or subject concerning the topic.
 - c) Within each group, number each sentence in terms of its importance to the topic.
 - d) Determine the order in which each group of sentences should be presented.
 - e) Rewrite the sentences, placing group #1 first, group #2 second, etc. Use conjunctions to connect the sentences within each group as well as to link the groups of sentences together.
- * Each group of sentences will be a paragraph on the topic. The first sentence of the theme should set the stage for what is to follow. The last sentence should summarize or end what has preceded it.

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-6 WRITING BUSINESS LETTERS

OBJECTIVE: To demonstrate your knowledge and ability to write various types of business letters.

RESOURCE: Write to the Point: Effective Communication in the Workplace, Michael B. Goodman, Prentice-Hall, Inc., 1984.

1. Read the section entitled "Business Letters: Strategy, Structure and Style" (pp. 91-111). And describe the 4-S Formula in your own words.
2. Why is "brainstorming" important in writing a business letter?
3. Write a short letter (2-3 paragraphs) to convey the message that you will be unable to attend a training session for a Volunteer Workers Association. Be specific and mention the conference dates and your role in it. Use a separate sheet of paper for this letter. If possible, type this letter.
4. Label the parts of the letter you have written.
5. Write a letter to a college or university asking for information on admission requirements, tuition, housing and deadlines for each. Keep the 4-S Formula in mind. Again, use a separate sheet of paper and type the letter.
6. Select a "want ad" from your local newspaper. Note the skills necessary for the position being advertised and its responsibilities and work conditions (outdoors/indoors, part versus full-time, morning-evening). Write a letter of application which points to your own skills and interest in the particular job being advertised. The letter should be typed if possible.
7. Select a work related or educational issue which interest you. Clip a newspaper or magazine article on this issue. Write a letter either in support or in opposition to this issue, mentioning the article and the points in it with which you agree or disagree.
8. Under what circumstances would you write a memo? What makes a memo effective?
9. Read "Useful Memos of Substance and Selectivity" (pp. 69-83). Using the same information as #7 above, present your arguments in the form of a position paper which you will present as a memorandum to those whom you deem should receive it.
10. Use the evaluation form on p. 77 and rate the memo which you have written. Where do your writing strengths lie? Where do your weaknesses lie?

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-7 FORMS FOR EVERYDAY LIVING

OBJECTIVE: To demonstrate your ability to complete forms correctly.

RESOURCE: Books of Forms for Everyday Living, Louisa Rogers; National Textbook Company, 1985.

1. An application form will usually be divided into several sections: Personal data, educational background and past job experience. List as much information about yourself which pertains to each category.
2. Give an example or describe each of the following terms:

a) applicant	i) martial status
b) area code	j) Ms.
c) employee	k) permanent address
d) employer	l) part-time
e) employment	m) personal reference
f) equal opportunity employer	n) place of birth
g) experience	o) previous address
h) maiden name	p) spouse
3. Read "Employment Forms" (pp. 3-13). The forms for this section will be provided by your instructor. Study the word list for each form and read the directions for completing the appropriate form. Complete the following forms:
 - a) Application for a Social Security Number
 - b) Application for Employment
 - c) Employee's Withholding Allowance Certificate
 - d) Application for Unemployment Compensation
4. Read "Consumer Needs" (pp. 29-39). Study the word list in each section and follow the directions for completing these forms. Fill out the following forms:
 - a) Application for an Automobile Loan
 - b) Application for a Charge Account
 - c) Catalog Order
5. Read "Personal Concerns" (pp. 55-66). Study each word list and follow the directions for completing each of the following forms.
 - a) Application for Lease
 - b) Application for Marriage License
 - c) Post Office Box Application
 - d) Application for Group Health Insurance Benefits

BUSINESS COMMUNICATIONS (1/2-1 UNIT)

1. Communication skills. The student shall be provided opportunities to:	OK-8	OK-9	OK-10
A. Refine basic grammar and writing skills;	01- 03	01- 04	02- 05
B. Express thoughts logically and sequentially;	01- 03	01- 04	02- 05
C. Apply accepted standards in capitalization, number expression, and abbreviations;	01- 03	01- 04	02- 05
D. Expand business vocabulary with emphasis on spelling;	01- 03	01- 04	01- 05
E. Locate, organize, and use supplementary resources;			02- 03
F. Choose language, style, and format appropriate to message's purpose and audience, and	01- 03	01- 04	02- 05
G. Adhere to the characteristics of good communications.	01- 03	01- 04	02- 05

BUSINESS COMMUNICATIONS (1/2-1 UNIT)

2. Listening skills. The student shall be provided opportunities to:

	OK-8	OK-9	OK-10
A. Differentiate between hearing and listening;	01- 03		04
B. Provide verbal feedback;	03- 03		
C. Observe nonverbal feedback;			04
D. Write or repeat information and instructions; and			04
E. Write summaries of meetings.			04
3. Oral communication. The student shall be provided opportunities to:			
A. Articulate sounds and word;	01- 03	04	

BUSINESS COMMUNICATIONS (1/2-1 UNIT)

	OK-8	OK-9	OK-10
3. B. Select and use speech form and style appropriate to audience and purpose;	01- 03	01- 04	02- 05
C. Interact in group activities;	01- 03		
D. Use proper telephone techniques; and	03		
E. Make oral reports and presentations.	01- 03	04	
4. Written communication. The student shall be provided opportunities to:			
A. Compile a checklist of techniques for effective writing;			01- 03
B. Plan, organize, and outline messages;	01- 03		04
C. Follow accepted formats of business letters;		02	

BUSINESS COMMUNICATIONS (1/2-1 UNIT)

	OK-8	OK-9	OK-10
4. D. Examine factors that create clarity of message;	01- 03	01- 04	02- 04
E. Achieve effective tone and style in letters;		02	
F. Edit to evaluate coherence and unity;	01- 03	01- 04	02- 04
G. Proofread for spelling, grammar, syntax, punctuation, and accuracy of statements; and	01- 03	01- 04	02- 05
H. Prepare reports.	01- 03		01- 05
5. Electronic information processes. The student shall be provided opportunities to discuss the use of current electronic methods of transmitting and receiving communications as related to course content.			05

OCCUPATIONAL KNOWLEDGE
INSTRUCTION SHEET

OK-8 ORAL PRESENTATIONS

OBJECTIVE: To demonstrate effective speaking skills and an ability to plan and organize effective oral presentations.

RESOURCE: Write to the Point: Effective Communication in the Workplace, M.B. Goodman, Prentice-Hall, Inc., 1984, (recommended)

1. Read the section on oral presentations (pp. 258-285).
 - a) List the types of oral presentations you might be called upon to make if you were employed.
 - b) List four helpful tips for a telephone presentation.
 - c) Define the following terms:
 - (1) the hook
 - (2) the discussion
 - (3) the close
 - d) Select with your instructor's approval a topic for an oral presentation. A meeting is to be scheduled at 10:00 a.m. next Wednesday with twenty fellow employees. Sketch a layout of the meeting room with seating arrangements and speaker's podium (table). Prepare an outline of the presentation and include figures or graphs which are to be included in the presentation.
 - e) In the presence of other students or your instructor, carry out a 10 minute presentation for which you made preparations in section (d) above. Your presentations will be rated for clarity of style, grammar usage, pronunciation and organization.
 - f) Ask for verbal feedback. Note these comments in writing and turn them in to your instructor.
2. Interview an adult who is employed presently.
 - a) Learn what the person's occupation is, what skills and education he/she needed to attain the present position, what work experiences he/she has had.
 - b) Prior to the interview, prepare a set of questions.
 - c) After the interview, turn in the questions and responses to your instructor.
 - d) Prepare a presentation—an introduction of this person to an audience.
 - e) Turn in to your instructor the written outline of the presentation.
 - f) In the presence of your instructor, carry out this presentation.
 - g) Ask for verbal feedback on your presentation. Note these comments in writing and turn them in to the instructor.
3. Select an employment advertisement from a newspaper, magazine or journal.
 - a) Note the skills, experience, and education required for the position.

OK-8 Instruction Sheet

- b) List your own qualifications and prepare a written dialogue of a telephone conversation requesting a personal interview.
- c) In the presence of another student or your instructor, role-play a similar conversation.
- d) Ask for verbal feedback. Note these comments in writing and turn them in to the instructor.

OCCUPATIONAL KNOWLEDGE
INSTRUCTION SHEET

OK-9 RESUMES AND LETTERS OF APPLICATION

OBJECTIVE: To demonstrate an ability to write concise resumes and effective letters of application.

RESOURCE: Occupational Knowledge Reading Book
Write to the Point: Effective Communication in the Workplace, M.B. Goodman, Prentice-Hall, Inc., 1984. (recommended)

1. Read the section on writing a resume (pp. 307-312).
 - a) List four items to avoid when writing a resume.
 - b) What items should not be included in the resume?
 - c) Note your skills, education, experience on a separate sheet of paper.
 - d) Organize the information from (c) above in each of the following formats:
 - (1) historical—chronological ordering of previous jobs
 - (2) analytical—job skills rather than titles are included
 - (3) functional—includes job titles as well as functions of the positions
2. Read the section on effective letters of application (pp. 303-307).
 - a) What points should an effective cover letter include?
 - b) Describe the steps you would take to learn the name of the person who would be responsible for hiring you if you applied for a particular job.
 - c) List your personal strengths and weaknesses on a separate sheet of paper.
 - d) Select three different employment advertisements for jobs for which you possess interest and skills.
 - e) Noting the attributes of an effective letter of application (p. 303) and your own skills and personal characteristics, compose a one-page cover letter in response to each of the three employment advertisements selected in (d) above.
3. Read the section on interviews (pp. 312-322). Write your response to the statements:
 - a) "Tell me a little bit about yourself." (Write your response as if you were actually talking.)
 - b) "Why would you like to join this organization?"
 - c) "What would you like to be doing in five years?"
 - d) "What are your strengths?"
 - e) "What are your weaknesses?"
 - f) "What is your current job? What are your responsibilities?"
4. Read aloud each of your responses to the statements from #3 above. Read each response carefully and edit each for clarity. (A phrase or word which may seem appropriate in writing may sound stilted or awkward.) Rewrite the responses so that when read orally, each sounds natural (but professional).

OCCUPATIONAL KNOWLEDGE

INSTRUCTION SHEET

OK-10 SHORT REPORT AND SUMMARY WRITING

OBJECTIVE: To demonstrate an ability to write short reports and summaries.

RESOURCE: Write to the Point: Effective Communication in the Workplace, M.B. Goodman, Prentice-Hall, Inc., 1984, (recommended)

1. Read the section on short reports (pp. 143-163).
 - a) List the "10 steps of writing."
 - b) Select a topic for a report which need not be business related. The topic may be, for instance, water conservation. Check with your instructor for approval.
 - c) Select four of the following BRAINSTORMING techniques and employ each strategy to write a few lines (3-5) on the selected topic:
 - (1) Focused writing
 - (2) Forced association
 - (3) Absurd draft
 - (4) Questions
 - (5) Dialogue
 - (6) Deadlining
 - (7) Storyboarding

Which technique afforded you the most success? Why?
2. Narrow the topic which you have selected. Read newspaper, journal or magazine articles, encyclopedia descriptions, pamphlet summaries as well as books on the topic. Use the "10 steps of writing" to prepare a three-page (typewritten, double spaced; six hand written pages) report on the topic. Be sure to include three different sources of information and to document each of the 10 steps. Turn in all work to your instructor.

3. Types of WritingPatterns of Development

Exposition

Analysis
 Synthesis
 Simple to Complex

Argumentation

Inductive Development
 Deductive Development

Narration

Chronological Development
 Topical Order

Description

Geographical Development
 Spatial Development
 Directional Development

Convention

Order of Importance
 Conventional Order

OK-10 Instruction Sheet

Determine which type of writing and pattern of development you employed in writing the report for #2 above. Select another or a related topic. Employ a different type of writing for this second report. (You need not document the "10 steps of writing.")

4. Attend a meeting of the city council, commissioner's court, PTA or another organization. Record notes during the meeting. Prepare a one-page (typewritten; 2 hand-written pages) summary of the meeting. Include the purpose of the meeting, items discussed and actions taken. On the final paragraph of your report, include your perceptions of the meeting and state reasons for your perceptions (how people behaved or spoke, how the meeting was conducted, how people addressed one another, etc.).

*Notes on a classroom lecture may be substituted in cases where a student is unable to attend an organizational meeting.

5. Read the section on the automated office (pp. 286-300).
 - a) What are the functions of automated equipment in terms of:
 - (1) Editing
 - (2) Mathematics
 - (3) Records Processing
 - (4) Communications
 - b) Define:
 - (1) Electronic Mail
 - (2) Telex Connection
 - (3) Photocomposition Connection
 - c) List three advantages of automated equipment over typing in terms of:
 - (1) Editorial
 - (2) Memory
 - (3) Mechanics
 - d) Respond to the statement, "The machine can make you faster. But will it make you better?" (one-half typewritten or one handwritten page)
 - e) Write for or pick-up brochures and other information packets on two different word processing hardware and accompanying software packages. Compare and contrast the features of each. Determine your preference and state reasons (one typewritten or two handwritten pages).

INTRODUCTORY PHYSICAL SCIENCE (1 UNIT)

	OK-11	CR-8	CE-6	H-3
1. Manipulative skills. The student shall be provided opportunities to:				
A. Acquire competencies essential for handling selected materials to accomplish personal goals;	#1-#2			
B. Acquire competencies in the use of materials applicable to a variety of physics and chemistry careers (technicians and skilled trades);	#3, #7-#8			
C. Develop skills essential for using and maintaining the technological materials and devices encountered as a consumer;	#4-#6, #9-#10			
D. Acquire physics-and chemistry-related skills that provide enjoyment in recreational and avocational activities; and		#1- #3		
E. Develop skills in using materials and devices in a manner that minimizes danger to self and to society and maintains an acceptable level of erosion of the environment (safety practices and waste disposal).	#11			
2. Rational thinking skills in science. The student shall be provided opportunities to:				
A. Organize thought processes to accomplish goals (applications of electronics and photography);		#1		

	OK-11	CR-8	CE-6	H-3
2. B. Evaluate physics and chemistry career choices and prerequisites;			03	
C. Evaluate endorsements, advertisements, products, and services (photography equipment, electronic equipment, and appliances);			01	
D. Make logical decisions concerning the wise use of leisure time and materials (amateur radio and model aircraft); and		04		
E. Adjust constructively to variations in needs resulting from individual differences that exist both within and among cultures in a healthy society.				03
3. Science knowledge. The student shall be provided opportunities to:				
A. Discuss scientific information needed to maintain mental and physical health to achieve fulfillment in the environment;				01-02
B. Evaluate information concerning the kinds of physics-and chemistry related careers available and their prerequisites;			03	
C. Use physics and chemistry principles and concepts to make reasonable technological applications to the materials and devices encountered in daily life (appliances, modes of transportation, and sporting equipment);				04-06
D. Develop physical science knowledge and pursuit of personal interests during free time (model building and home maintenance); and	05			

	OK-11	CR-8	CE-6	N-3
3. E. Identify information concerning the interactions of science, technology, and society from historical and contemporary perspectives.			82	
4. Applications of science. The student shall be provided opportunities to:				
A. Develop belief and confidence in self to control part of the environment;				89
B. Perceive physics-and chemistry-related career choices as being of value to self and society (technicians and skilled trades);			83	
C. Consider the consequences of personal actions (safety and chemical disposal);				88
D. Develop a sense of personal worth in doing things for pleasure as well as in doing for others (hobbies); and		85		
E. Acquire awareness and a sense of desirability of applying scientific knowledge in a manner that results in optimum benefit for people (energy sources and conservation).				87

OCCUPATIONAL KNOWLEDGE INSTRUCTION SHEET

OK-11 PHYSICAL SCIENCE ACTIVITIES

OBJECTIVE: To demonstrate manipulative skills in physical science activities encountered in daily life.

RESOURCES: State approved textbook on physical science
Encyclopedia

1. Plan an activity to promote knowledge of the physical properties of liquid, solid, gaseous matter. Use water as an example in each state. Have the student observe changes from liquid to solid and back to liquid and then from liquid to gas. The student should describe the process needed to achieve these changes and record all observations. The student could be asked to list things found at home that are gaseous, solid or liquid.
2. Activity with candle—Observe and record observations on the physical characteristics of an ordinary candle. Have the student light the candle and record observations. Then, have the student place a jar over the candle and record observations. Have the student explain why the flame expires.

From activities such as these the student should be able to discuss the difference between observations and inferences.

3. Other activities should include measurement of liquids and solids using both standard and metric systems. The student could be provided with a few sample problems to convert measurements such as weight, time and temperature from one system to the other. Have wrenches and screw drivers, tap and die or mechanics' tool sets available in both standard and metric measurements for students to use in taking apart or putting together "models". Through most of these exercises what is important is that the student observe, record, infer and thereby, explain what has happened. The student should be provided opportunities to reason through the process via observation, inference and conclusion.

Also, the student should be instructed to repeat an activity three times and record all observations. The value of this activity would be that the student would learn that if something occurs three out of three times, then it did not occur by chance: The event is a reliable occurrence and the student can conclude X has caused Y to occur via direct observation and inference.

OK-11
INSTRUCTION SHEET

4. The student should visit Eckerd's, for example, to take his/her blood pressure at different periods of the day and week: before going to work, after work, after class or during the weekend. Have the student record each reading and explain any variations. Ask the student to explain blood pressure. The activity should cause the student to determine why it is important to maintain blood pressure within "normal" ranges and what the consequences of failing to do so are.
5. Instruct the student to compare various types of thermometers for taking body temperature and to discuss the pros and cons of each. And to compare the body's thermostat with that of a house thermostat. By explaining how the one in a house works, the student can draw parallels to the body's temperature regulator. This activity leads into a discussion of bio-feedback mechanisms to rid oneself of a headache or to just relax, ie. It could be built into a stress management lesson. (See OK-11 folder)
6. Have the student compare 100% cotton fabric to a cotton blend or silk to a synthetic. The student compares the properties of each, discuss the pros and cons and determines under what conditions (season, climate) each would serve best.
7. Explain in writing with appropriate diagrams how the rods and pistons in an automotive engine work together. List the steps necessary to perform an engine tune-up.
8. Interview (or write to) a medical or dental laboratory technician. Ascertain the type of equipment the technician uses, the laboratory procedures which are employed on a day-to-day basis and the skills necessary to attain such a position.
9. Explain in detail the proper procedure for using and cleaning an automatic coffee maker. Explain what properties vinegar has and why it is used in the cleaning process.
10. Explain the principles involved in each of the following:
 - a) Siphoning liquid from one container to another
 - b) How a vacuum cleaner works
 - c) Why dough rises when making breads or cakes
 - d) Cite one career field for each of the above in which these principles would be used.
11. Discuss how each of the following practices inhibits erosion of the environment and danger to oneself:
 - a) Home insulation
 - b) Air Conditioning
 - c) Landscaping
 - d) Recycling of paper, glass and aluminum products

COMMUNITY RESOURCES
INSTRUCTION SHEET

CR-8 PHYSICAL SCIENCE IN LEISURE ACTIVITIES

OBJECTIVE: To demonstrate a knowledge of the role of physical science in leisure activities.

RESOURCES: State approved textbook on physical science
Encyclopedia

1. Study the basic principles of photography. (Use an encyclopedia).
 - a) Explain how a camera works.
 - b) Construct a simple camera using a small box, such as a matchbox.
 - c) Explain how a negative develops from negative to print.
2. Study children's playground equipment (Visit a playground or use an encyclopedia or another reference book). Tell how at least one piece of equipment relates to the following physical terms. Include a diagram of each piece of equipment.
 - a) inclined plane
 - b) centrifugal force
 - c) fulcrum
3. Select one (1) recreational activity from the following list and explain how physics is evident in its successful playing. Discuss how the "cause and effect" principle is evident in the activity.
 - a) baseball
 - b) tennis
 - c) hockey
 - d) billiards
4. List and explain three (3) advantages and three (3) disadvantages of:
 - a) building and using amateur radio equipment (hand radio)
 - b) building and flying model aircraft (airplanes, rockets, balloons, or kites)
5. Describe three (3) hobbies that can be used to improve the home environment. Discuss how each hobby is related to a knowledge of physical science. (Example: gardening, wood-working, cooking, sewing, furniture refinishing, etc.) In what way can one derive personal satisfaction from these hobbies? Discuss how these hobbies can benefit others.

CONSUMER ECONOMICS
INSTRUCTION SHEET

CE-6 PHYSICAL SCIENCE PRODUCTS AND CAREER CHOICES

OBJECTIVE: To demonstrate an ability to make evaluative judgements concerning physics-and chemistry-related products and career choices.

RESOURCE: CE-3 Folder on Advertising
Encyclopedia
Occupational Outlook Handbook

1. Read the section on Advertising in the CE-3 folder. Clip two (2) different advertisements from magazines or newspapers for each of the following items. Explain how each should and should not be used. Determine whether it is a potential rip-off. State reasons for your conclusion.
 - a) Home computer
 - b) A kitchen appliance
 - c) Instant photo camera
2. Prior to the development of television, newspapers, magazines, and radio served as the primary sources of information.
 - a) Identify a product which was in existence prior to the widespread use of television (1950 or earlier).
 - (1) Describe the social and economic characteristics of the United States population at the time.
 - (2) Write a newspaper or magazine advertisement for this product which addresses this population (or a portion of).
 - (3) Write a radio advertisement (30 seconds) for the same product.
 - (4) Update the product and write a television commercial (30 seconds). In addition to the narrative, include a description of the product (its package, label, color, size, etc.).
 - (5) Discuss how the newspaper or magazine advertisement (written message) differ even though both address the same population.
 - (6) Discuss how the television commercial differs from the other two.

CE-6 INSTRUCTION

- b) List five (5) products which have gained widespread use since 1950. Select one product and discuss how it has changed in terms of size, packaging, use, functions, etc. How has this product influenced the lives of Americans?
- 3. Use the Occupational Outlook Handbook to identify three physics-or chemistry-related careers which you could possibly pursue.
 - a) Describe each career and include information on necessary job skills, educational requirements and potential job earnings.
 - b) Discuss how you could benefit from these career choices.
 - c) Explain why these careers are necessary within today's society.

HEALTH
INSTRUCTION SHEET

H-3 PHYSICAL SCIENCE APPLICATION IN EVERYDAY LIVING

OBJECTIVE: To demonstrate knowledge of the applications of physical science principles in assisting one to adjust to everyday living

RESOURCES: Health I & II Reading Books
Encyclopedia

1. Read the sections on mental health and stress in the Health I Reading Book (pp. 24-32) and the section "General Mental Health" in the H-3 folder.
 - a) Summarize in your own words what "mental health is".
 - b) Define stress and describe ten (10) symptoms.
 - c) Discuss the relationship between mental health and stress.
2. Define the following terms (pp. 3-20 in Health II Reading Book)
 - a) depression
 - b) anger
 - c) fear
 - d) environment
 - e) heredity
 - f) role
 - g) role model
 - h) needs
 - i) values
 - j) goals
3. Consider the various cultural and age groups in our society. What scientific and technological advancements have contributed to assisting members of three of the following groups adjust to everyday living? Discuss how one specific advancement has contributed to their adjustment.
 - a) Alaskan Eskimos living in remote villages
 - b) Youth enrolled in K-12 educational programs
 - c) Blacks with sickle cell anemia, a hereditary disease
 - d) Farmers in west Texas
 - e) Family members living hundreds or thousands of miles apart
 - f) Handicapped individuals (paraplegics, blind, deaf, etc.)
 - g) Non-English speaking adults.

H-3 INSTRUCTION SHEET

4. Automobiles are but one aspect of everyday living. Explain how an internal combustion engine operates. Compare gasoline and diesel engines in terms of fuel efficiency and cost, engine size, noise level and vibration.
5. A recent technological advancement used in homes, offices, and businesses has been the microwave oven. What is a microwave? Explain how a microwave oven operates to thaw, heat and cook food.
6. Americans have become conscious of physical fitness. Select one exercise machine which uses weights. Explain how the machine operates.
7. Compare the use of gas, electric and solar energy for heating one's home. Discuss the advantages and disadvantages of each energy source in terms of cost, efficiency, equipment, and architectural adjustments. Identify and explain five (5) measures which can be implemented at home to conserve energy.
8. Describe the home safety procedure(s) which should be taken for the following situations. Discuss the consequences of failure to follow proper safety procedures in each case.
 - a) Storing medicines and toxins
 - b) Electrical cords
 - c) Replacement of a light bulb
 - d) Installation of a ceiling fan
 - e) Disposal of garbage (food stuffs, paper products, metal, glass, plastics, wood, toxins, etc.)
9. List and discuss five(5) methods by which one may control part of the environment (one's physical surroundings as well as one's attitude toward others).

INTRODUCTORY BIOLOGY (1 UNIT)

	H-8	H-9	CE-7	CR-9
1. Manipulative skills. The student shall be provided opportunities to:				
A. Use laboratory/field materials and equipment (plant and animal investigation and management);	#1-#2			
B. Utilize materials and devices in a manner that maximizes safety and conservation (pest control and waste disposal).	#3			
2. Rational thinking skills. The student shall be provided opportunities to:				
A. Organize thought processes which will contribute to personal well-being (medical decisions and nutrition);		#1-#3		
B. Evaluate endorsements, advertisements, products, and services (foods, medicine, and apparel); and			#1	
C. Make logical decisions concerning the different biological characteristics of humans and their needs (air and water quality, genetics, and physical impairments).		#4-#5		
3. Science knowledge. The student shall be provided opportunities to:				

	H-8	H-9	CE-7	CR-9
1. A. Acquire biological information to maintain the individuals well-being (human body systems; diseases: prevention, symptoms, and treatment; and plant and animal systems: Vascular and life cycles);		#6-#9		
B. Acquire biological principles and concepts that apply to a consumer (food: acquisition, preparation, and preservation; cosmetics; and ecology); and			#2	
C. Acquire scientific information related to technology and society from historical and contemporary points of view (cell theory, photosynthesis, vaccines, and environmental quality).	#4-#7			
2. Applications of sciences. The student shall be provided opportunities to:				
A. Consider the consequences of personal actions (pollution, health practices, and products and services);				#2-#3
B. Evaluate biology-related career advancements, and working conditions);			#3	
C. Develop a sense of satisfaction in pursuing personal interests (human body needs: exercise and relaxation; plant and animal care); and				#1
D. Apply biological knowledge in a manner that results in optimum benefit for society (research participation in public affairs, and public service).				#4

HEALTH
INSTRUCTION SHEET

H-8 OBSERVATIONS AND INFERENCES CONCERNING HEALTH RELATED ISSUES

OBJECTIVE: To demonstrate an ability to observe and make inferences from these observations concerning issues related to the public well-being.

RESOURCES: State approved textbook on biology
Encyclopedia

1. Observe and record your observations for the following situations. View some dried grass under a microscope. Record your observations.
 - a) Place dried grass in a container with water. Place the container in a warm spot for one week. At the same time each day, record your observations on the condition of the grass. At the end of one week, place a small amount of grass on a slide and view the slide under a microscope (if available). What do you see? Sketch your observations. Describe in writing what you have seen. Explain the need for good sanitation. (Your instructor may conduct this demonstration).
 - b) Pour an equal amount of tap and distilled water into two beakers. Mark each beaker so that you will know which beaker contains tap water and which contains distilled water. Heat each beaker until the water in each is boiled away. Explain the difference in residue. What is the difference between tap and distilled water? (The student may conduct this demonstration at home using two dark-coated (such as teflon) utensils).
 - c) Capture several flies. Place water in a container. Then place an equal amount of water in another container and add a half teaspoon of sugar. Release one (1) fly near these containers. In which container does the fly seem more interested? Add food coloring to the sugar-water mixture. Brush the colored water on white paper. Release a fly near the paper and observe what happens. What body part did the fly use to drink? What can you infer from your observations. Discuss the relationship between improper food storage and the spread of disease.

H-8
INSTRUCTION SHEET

2. Collect and mount the following:
 - a) Ten (10) different kinds of plants (flowers, weeds, grasses, etc.) Identify each by its common and botanical names.
 - b) Ten (10) different insects. Identify each by its common and zoological names.
 - c) Discuss the role of these plants and insects in the ecosystem.

* If collecting these items is not possible, clip examples from newspapers and magazines.
3. List 10 items and devices that promote safety and energy conditions in the home environment. Select two(2) of these items or devices. Describe how each of these items operate and how each promotes safety and/or conservation. Where possible, demonstrate the operation of these items.
4. Sketch a typical cell and include the cytoplasm, cell membrane and nucleus.
 - a) How do plant and animal cells differ? Explain.
 - b) Describe the process of mitosis.
 - c) Why is cell division important?
5. What is photosynthesis? Describe this process. Why is photosynthesis important? Sketch the energy chain involved in photosynthesis.
6. Define vaccine, booster and antiserum. When is each used? How does the body build defenses against infection. Discuss two (2) uses for vaccines.
7. Define environment.
 - a) How does a population increase affect the environment?
 - b) What effect have industrialization and technology had on the environment? Be specific.
 - c) Select one (1) of the following types of pollutions and describe it in detail and what can be done to deal with it.
 - 1) Water pollution
 - 2) Air
 - 3) Solid Waste

HEALTH
INSTRUCTION SHEET

H-9 NUTRITION, MEDICATION AND ENVIRONMENT

OBJECTIVE: To demonstrate a knowledge of the nutrition, medication and environmental control factors which promote well-being.

RESORCES: State-approved textbook on biology
Encyclopedia

1. Classify the following vegetables in terms of the part of a plant from which each is taken:
 - a) beans
 - b) peas
 - c) asparagus
 - d) beets
 - e) lettuce
 - f) carrots
 - g) potatoes
 - h) eggplant
 - i) mushrooms
 - j) celery

What vitamins does each of the above contain? Why is it important to eat a variety of vegetables?

2. Read the section on drugs and medication in the H-7 folder. What is the difference between over-the-counter and prescription medications? Why are some medications restricted in their distribution and use?
3. Research the following medications. State what ailment each is intended to address, what the proper dosage and intake procedure is, and what side effects, if any, may occur.
 - a) aspirin
 - b) valium
 - c) morphine
 - d) penicillin
 - e) barbiturates
4. Agent Orange, an ingredient in some pesticides, and thalidomide, a sedative, are two drugs which have affected adversely human life. Use an encyclopedia or another reference source to investigate these drugs. Describe the conditions under which each has been used and what the results of this use have been.

H-9
INSTRUCTION SHEET

5. Discuss how pollution affects human beings, especially those with asthma and allergies. Include how weather conditions can aggravate pollution levels (ie. consider smog in Los Angeles during summer). Also, discuss how pollution has affected some wildlife populations. Be specific and provide examples. (Use an encyclopedia or a specific book on pollution).
6. Describe the life cycle of apples, oranges and grapes. How has nature provided for their reproduction?
7. Explain proper care for maintaining a healthy family pet. Be sure to discuss all vaccinations for this pet (cat, dog, bird, etc.), the diseases they control and the protection which they afford human beings.
8. Describe the human reproductive system and process. Discuss the bodily changes which occur during each trimester of maternity. List three (3) do's and don'ts for the expectant mother. What consequences may occur if the expectant mother fails to take "proper care"?
9. Legionnaire's disease and Acquired Immune Deficiency Syndrome (AIDS) are two diseases which have baffled scientists and medical professionals. Describe the cause, symptoms and treatment for each disease.

CONSUMER ECONOMICS
INSTRUCTION SHEET

CE-7 BIOLOGY-RELATED CONCERNS FOR THE CONSUMER

OBJECTIVE: To demonstrate a knowledge of biology related concerns for the consumer

RESOURCE: Occupational Outlook Handbook

1. Clip one (1) advertisement for each of the following products from magazines or newspapers. Describe the manner in which the product is being advertised (labels, lettering, colors, size, etc.). What is the target audience? What is your overall attitude toward the product, that is, what effect does the advertisement have on you? Have you used the product previously? If so, what was your impression of the product? If not, would you purchase it?
 - a) breakfast cereal
 - b) canned soup
 - c) aspirin or another pain killer
 - d) skin ointment or lotion
 - e) winter coat
 - f) undergarments
2. Think carefully, then explain one (1) positive and one (1) negative point about each of the following from a biological standpoint.
 - a) growing vegetables in your own garden
 - b) buying fruits and vegetables shipped in from another country
 - c) cooking raw foods to be used at a later date
 - d) proper storage of raw meats
 - e) use of hypo-allergenic cosmetics
 - f) proper storage of garbage before disposal
 - g) proper disposal procedures
3. Use the Occupational Outlook Handbook to investigate three (3) biology related career choices which might interest you. Discuss for each career the educational and job skill requirements. Determine the expected earnings and working conditions for each career choice.

COMMUNITY RESOURCES
INSTRUCTION SHEET

CR-9 BIOLOGY RELATED BENEFITS TO SOCIETY

OBJECTIVE: To demonstrate a knowledge of biological information which benefits society

RESOURCES: Encyclopedia
Local Community Referral Book or telephone book

1. Explain how each of the following can benefit you and society.
 - a) exercising
 - b) caring for pets
 - c) participating in recreational activities
 - d) gardening
 - e) caring for house plants
2. Discuss the consequences for each of the following situations and what can be done to counteract these effects.
 - a) littering
 - b) not taking an antibiotic for the length of time for which it has been prescribed
 - c) driving while intoxicated
 - d) failing to dress appropriately for existing weather conditions (snow, rain, heat, humidity, etc.)
 - e) taking someone else's medication
 - f) not storing food properly (provide examples)
3. Discuss how people's everyday actions might cause pollution (1 typewritten, 2 handwritten pages.) Explain proper health practices and appropriate products and services which might be used to avoid such pollution.
4. Name a public service organization that addresses each of the following areas. Describe the organization and include the research activities it conducts, members of the organization, fund raising activities and benefits accomplished. (Use phone book to call agencies if necessary.) Provide brochure pamphlets or other material from at least two (2) organizations.
 - a) birth defects
 - b) environment
 - c) mental retardation
 - d) rape
 - e) cancer
 - f) unwanted pregnancy

HEALTH EDUCATION (1/2 UNIT)

	H-4	H-5	H-6	H-7
. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:				
A. Understand the care of body systems and their functions;		#1		
B. Relate personal behavior to wellness;		#2-#4		
C. Develop patterns of food selection that contribute to wellness;			#1-#7	
D. Demonstrate responsible behavior concerning alcohol, tobacco, and other drugs;				#1-#3
E. Exhibit skills in accident prevention, injury control, and emergency action;	#1-#7			
F. Understand responsible behavior and the interrelationship of diet, exercise, rest, and recreation; and			#8	
G. Identify components of a comprehensive accident prevention program.	#7			
. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:				

	H-4	H-5	H-6	H-7	
2. A. Analyze messages of advertising for health products and services;				#4	
B. Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases;		#2			
C. Demonstrate responsible behavior in prevention and control of diseases and promotion of health; and		#1-#4, #6			
D. Demonstrate knowledge of the fundamentals of emergency care for persons choking or not breathing.	#4				
3. Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:					
A. Recognize that an environment in ecological balance enhances personal well-being;			#9		
B. Be aware of community health resources and activities;		#5			
C. Identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases;		#2			
D. Describe the wide range of resources designed to protect and promote the well being of people; and				#1-#7	

H-4

H-5

H-6

H-7

3. E. Investigate current health issues.

#1-#6

HEALTH
INSTRUCTION SHEET

H-4 SAFETY

OBJECTIVE: To demonstrate a knowledge of accident prevention and emergency action.

1. Obtain the H-1 SAFETY folder and read the first section on home safety procedures and precautions. Write a list or theme of at least two (2) pages on what you consider important when thinking about general home safety.
2. Read the section on "Poisons" in the H-1 folder and write the answers to the following questions.
 - a) Who and where should you call if you think someone has taken poison?
 - b) What should you do for someone who has swallowed furniture polish?
 - c) If your child drinks rubbing alcohol, what do you give him as a counterdose? What else do you do?
 - d) If someone overdoses on aspirin, what should you do?
 - e) How do you induce vomiting?
 - f) What should you do with the container the poison came in?
 - g) How do you get in touch with the Poison Control Center?
 - h) When you call in to report a poisoning or overdose, what kind of information will you be asked to tell them?
3. Read the section on "Fires" in the H-1 folder and answer the following questions.
 - a) What do you do for a grease fire on the stove?
 - b) What do you do for a cigarette fire in the bedroom?
 - c) In case of fire, where should all the family members meet after exiting the house?
 - d) What is spontaneous combustion?
 - e) Draw a floor plan of your home with all doors and all windows and explain escape exits in case of fire. Also explain what to do.
 - f) Explain what to do if someone's clothing is on fire.
4. Read the section on "Emergencies and First Aid" in the H-1 folder and answer the following questions.
 - a) Joe tells his mom the candy he ate made him sick. She knows there is no candy in the house. What should she do?
 - b) Pat fell over a tree stump and thinks he broke his leg. What do you do?

- c) A man passed out in your front yard. He is breathing but you don't know what's wrong with him. What do you look for?
 - d) The boy next door has been bitten by a dog. What do you do?
 - e) Your tree falls on the man next door. What do you do?
 - f) You are having dinner at a restaurant and a woman at another table begins to choke. What do you do?
- 5. Explain in writing the safety rules to follow during a tornado, a hurricane, and an earthquake.
 - 6. Explain how to avoid being burglarized and how to handle one in progress.
 - 7. Write a one (1) page theme on changes that need to be made around your own home to make it a safer place to live.
 - 8. Be prepared to discuss all your work with the instructor.

HEALTH

INSTRUCTION SHEET

H-5 GENERAL HEALTH MAINTENANCE

OBJECTIVE: To demonstrate a knowledge of general health maintenance.

1. Obtain the H-5 folder and read the section on "Preventive Medicine" then answer in writing the following questions.
 - a) What is preventive medicine? What are the four main parts of preventive medicine?
 - b) What are the main vaccinations or shots that every infant should have? Find your own shot record and list the shots you have had and when you had them.
 - c) Why are physical check-ups important?
 - d) Study the check-up vocabulary and write down when you or a family member experienced each of these tests.
 - e) Read the section "Inside Your Body" and describe in writing what each main organ of the body does.
2. Find the section "Germs and Illness" in the H-5 folder and write the following on your own paper.
 - a) What are germs? How do they get into your body?
 - b) List the fourteen facts you should know about VD.
 - c) What are the symptoms of Gonorrhea?
 - d) What are the symptoms of Syphilis?
 - e) What are the eight general safety rules you should follow to avoid illnesses from germs?
 - f) Read the script "Senseless Sal" and write five unhealthy things that Sal and Dil did. Be sure to explain why they are unhealthy.
 - g) What is your responsibility concerning general health maintenance?
 - h) How can sexually transmitted diseases be controlled? What can parents, health officials, doctors and you do?
3. Read the section "Avoiding Bad Habits" in the H-5 folder and do the following tasks.
 - a) Describe bad habits.
 - b) What can be done to avoid bad habits?
 - c) Study the Desirable Weight Chart and write the answers to the questions in that section on your own paper.
4. Find the section on "Definition of Illness" in the H-5 folder and write the following tasks in your own words and on your own paper (except for worksheets).

- a) What are the general symptoms of someone that is becoming ill?
 - b) How do you read a thermometer? What are the meanings of different degrees of fever?
 - c) What are four things you can do to make a sick room more pleasant? Why does this help to recover more quickly?
5. From the section "Where Can I Go For Help?" in the H-5 folder, write on your own paper the names, addresses and phone numbers of local places you can go for help. You may use the Community Resource Directory and the phone book for help.
- a) Ambulance Service
 - b) Fire Department
 - c) Police Department
 - d) Private Doctor
 - e) Poison Center
 - f) Hospital Emergency Ward
 - g) Physically Handicapped Center
 - h) Mental Health/Emotional Problems Center
 - i) Dental Service
 - j) Alcoholism and Drug Abuse Center
 - k) Chronic or Long Term Diseases
6. From the H-5 folder write a description of the following chronic diseases. Be sure to include how to recognise the diseases and what should be done.
- a) Diabetes
 - b) Heart Disease
 - c) High Blood Pressure
 - d) Cancer-include the seven danger signs
 - e) Arthritis
 - f) Tuberculosis
7. Be prepared to discuss all your work with the instructor.

HEALTH

INSTRUCTION SHEET

H-6 FOOD AND NUTRITION

OBJECTIVE: To demonstrate a knowledge of nutritional information which can contribute to wellness.

1. Using the H-6 folder describe the following terms in writing on your own paper.
 - a) What does nutrition mean?
 - b) Nutrients-what are they? Give examples.
 - c) Minerals-what are they? Give examples.
 - d) Vitamins-what are they? Give examples.
 - e) Fats-what are they? Give examples.
 - f) Protein-what is it?
 - g) Water-in the body, what is it?
 - h) Carbohydrates-what are they? Give examples.
 - i) Balanced diet-what is it? How does one work?
2. From the H-6 folder, describe the four food groups in writing and give examples of each and how much one should consume daily to ensure a balanced diet.
3. Using a worksheet in the H-6 folder, plan a balanced diet for one day that has all the proper amounts of each food group, but that will be foods that you like to eat and that you can afford.
4. Find the page "Calories of Common Foods" in the H-6 folder and write a short paragraph explaining why you think counting calories is important. How does all this relate to the four food groups? Explain.
5. In the H-6 folder, read the "Food Preparation Vocabulary Review" sheets (there are three) and write examples for each term. Example: Put raw carrots in a salad. Drain the juice from the olives. Sift the flour to get the lumps out.
6. Read the section "Wise Food Storage" in the H-6 folder and write the answers to the following questions.
 - a) What is a pantry and what do you store in it?
 - b) What do you keep in the refrigerator and why?
 - c) What do you keep out in the open and why?
 - d) What do you store in the freezer and why?
7. Write five (5) of your favorite recipes and explain in writing how each is nutritious and satisfying.
8. Proper diet is but one aspect of health maintenance. How do exercise, rest and recreation interact with diet to promote good health?

9. Define the following terms.

- a) Ecology
- b) Community
- c) Population
- d) How are these terms related? Why is maintaining an ecological balance important for personal well-being?

10. Be prepared to discuss all your work with the instructor.

HEALTH
INSTRUCTION SHEET

H-7 SOCIAL PROBLEMS

OBJECTIVE: To demonstrate a knowledge of current social issues which can affect one's well-being.

In this life skill you will study five (5) types of social problems. They are called "social problems" because they affect you, those around you, your environment and the community. They are drug abuse, alcoholism, unmarried parents, battered wives, and child abuse.

1. Read the transcript titled "At the Drugstore" and the material "Medicines" in the H-7 folder, then read "Some Things To Know" and answer the following questions in your own words.
 - a) What does FDA stand for and what are two (2) things the FDA does?
 - b) What is the difference between over-the-counter drugs and prescription drugs? What does Rx stand for?
 - c) What is one thing you should always do when buying medicines?
 - d) If you need help buying medicines, who could help you and how?
 - e) Why do you think it might be dangerous to mix certain drugs?
 - f) Why is it unsafe to take drugs and drink alcohol at the same time?
 - g) Name three things that must be on the label of over-the-counter drugs.
 - h) Why is it dangerous to let other people take the drugs that have been prescribed for you by the doctor?
 - i) What are four (4) things you should ask the doctor about the drugs he has prescribed for you?
 - j) How can you know where to keep certain medicines?
2. Find the booklet "Drugs...What Are They?" in the H-7 folder. Read it closely and write answers to all five (5) sets of the "Checkpoint" questions. Also define all the terms and the Drug Terms sheet in the folder. (Please write the questions on your paper.)
3. Locate the section "Drug Abuse...What Can You Do?" in the H-7 folder and write descriptions of what you would do (should do) in case someone is under the influence of each of the following substances.

- a) Alcohol
- b) Hallucinogens
- c) Barbiturates/narcotics
- d) Tranquilizers
- e) Stimulants
- f) Narcotics

There are three (3) "Hypothetical Situations" following the Drug Abuse section in the H-7 folder. Write what you think would be the best solution to each of the three problems.

4. Select five advertisements from newspapers or magazines which feature medications or other health products (head-ache remedies, exercise equipment, vitamins, etc.). What population is being addressed in each advertisement? What health-related need is being addressed? What does the advertisement claim that the product can achieve? Have you used any of these products? If so, what were the effects of the products? (Clip and paste each advertisement on a separate sheet of paper.)
5. Find the section in the H-7 folder titled "The Un-married Parent" and answer the following questions.
 - a) Who is this unmarried mother?
 - b) What is she facing?
 - c) Where will she turn?
 - d) Where can she go for help?
 - e) What kind of help is available? List at least two(2) places in your community she can go for help.
6. Read all the clippings and articles on "Battered Wives" in the H-7 folder and then answer the following questions.
 - a) Who is a battered wife?
 - b) Who does the beating?
 - c) Whose fault is it?
 - d) What are some of the causes for the violence?
 - e) What can the battered wife do?
 - f) Where can the battered wife go?
 - g) Of what help is the law?
 - h) What usually happens to the husband? What does the court system do?
 - i) What would you do if you were a battered wife, or your sister was a battered wife? Would you react with violence?
7. Read the section in the H-7 folder on "Child Abuse" and answer the following questions.

- a) Explain the four (4) types of child abuse.
- b) What are some of the effects of child abuse.
- c) Why do parents abuse their children?
- d) Why should you get involved if you witness child abuse?
- e) Who can help? How?
- f) What is the most important thing to do if you think you or a family member might be committing child abuse?

8. Be prepared to discuss all your work with the instructor.

Physical Education I,II(1/2-1 Unit)

1. Knowledge and motor skills basic to efficient movement. The student shall be provided opportunities to:	PE-1	PE-2
a. analyze, review, and improve movement skills basic to the activity being taught;		
b. practice efficient movement; and		#3-#8
c. improve skills necessary for successful participation in physical activities.	#7	#8
	#7	#8
2. Rules, knowledge, and skills basic to proficient participation in physical recreation activities and individual, dual, and team sports. The student shall be provided opportunities to:		
a. participate in voluntary intramural sports;		
	#7	#8
b. learn skills, rules, strategies, officiating techniques, protocol, and safety practices appropriate to individual, dual, and team sports; and		#8

Physical Education I, II (1/2-1 Unit)

	PE-1	PE-2
2. c. continue development and practice of behavior reflective of good sportsmanship.		
	#1-#5	#1-#5, #8
3. Motivation and development of a high level of knowledge and fitness and the ability to maintain this level. The student shall be provided opportunities to:		
a. participate daily in fitness and conditioning activities that develop total fitness; and		
	#7	
b. participate in physical fitness testing and appraisal.		
	#7	
4. Knowledge and skills for leisure and lifetime sports activities. The student shall be provided opportunities to:		
a. learn physical recreational and leisure time use of resources available in the community; and		
		#9
b. participate in varied physical activities that could be continued throughout life.	#8	

PHYSICAL EDUCATION I

INSTRUCTION SHEET

PE-1: PHYSICAL FITNESS

OBJECTIVE: To demonstrate a knowledge of physical fitness.

RESOURCES: Concepts in Physical Education, Corbin,
Dowell, Lindsey and Tolson, 4th Edition,
William C. Brown Co. Publishers, 1981.
Aerobics for Total Well-Being, K.H. Cooper, M.
Evans, 1982.
Royal Canadian Air Force Booklet on exercise
A recent sports encyclopedia
How to Keep Your Family Fit and Healthy, B.
Prudden, Reader's Digest Press, 1975.

1. Describe your present attitude toward physical fitness. Discuss what physical fitness means to you (1/2 typewritten or 1 handwritten page.)
2. Describe your attitude toward exercise. List and discuss four reasons for the importance of regular exercise.
3. Define each of the following terms as each relates to physical fitness:
 - a) Hypokinetic disease
 - b) Threshold of training
 - c) The overload principle
 - d) Obesity or over fatness
 - e) Overweight
 - f) Body composition
4. Discuss what is meant by high blood pressure both in terms of physiological processes and symptoms. Discuss the relationship between lack of exercise and high blood pressure.
5. Explain how the heart functions. What effect does regular exercise have on the heart's action? Cite the advantages concerning heart attacks for people who exercise over those who do not.
6. Persons over the age of 30 should not perform fast, vigorous or highly competitive physical activity without gradually developing and maintaining an adequate level of physical fitness. Describe in writing and demonstrate to your instructor a set of exercises which is appropriate for:

a) Women, 60 years and older, with:

- (1) Varicose veins
- (2) Backache
- (3) Round Shoulders

b) Men, 60 years and older, who wish to:

- (1) Recover from an injured hip
- (2) Build flexibility of hips and ankles
- (3) Stretch back and leg muscles

7. Write a plan for a weekly exercise program. Include descriptions of how to perform each exercise properly. Execute this plan for one week and write a description of this experience. (If you have any doubt as to your ability to perform this program, see your doctor.) Prior to each exercise session record your resting pulse rate. Do the same immediately after finishing your exercise session. *If the exercise program is continued for a month, has the resting pulse rate changed?

PHYSICAL EDUCATION

INSTRUCTION SHEET

PE-2 SKILL RELATED ACTIVITIES

OBJECTIVE: To demonstrate a knowledge of skill related activities.

RESOURCES: Concepts in Physical Education, Corbin, Dowell, Lindsey and Tolson, 4th Edition, William C. Brown Co. Publishers, 1981.
Aerobics for Total Well-Being, K.H. Cooper, M. Evans, 1982.
 Royal Canadian Air Force Booklet on exercise
 A recent sports encyclopedia

1. Define:
 - a) Cardiovascular fitness
 - b) Muscular endurance
 - c) Static Flexibility
 - d) Muscular Strength
 - e) Muscular Flexibility
 - f) Dynamic Flexibility
2. Describe three activities including at least one lifetime sports activity that develops cardiovascular fitness.
3. Discuss the application of fitness principles to strength development.
4. Explain how muscular endurance differs from other aspects of fitness and describe three exercises that are appropriate for developing muscular endurance.
5. Describe three activities including at least one lifetime sports activity that are appropriate for developing flexibility.
6. Describe the six skill related exercises. Why are these activities important even if you are not involved in organized sports? Do a self-evaluation of the six aspects of fitness.
7. Name the three groups of physical activity and discuss the benefits of various activities to total fitness.
8. Choose a lifetime team sport.
 - a) Write a report including skills needed, rules, protocol and appropriate safety practices. Discuss the availability of facilities needed for participation.

PE-2

- b) Do the same for 2 dual and an individual lifetime sport.
 - c) Show through documentation or observation by the instructor that you have participated in at least one of the above activities. What skills does this activity include?
9. Select two facilities, public or private, in your community which advertise fitness programs. Obtain a brochure and any other form of information from each of these facilities. Compare the facilities in terms of hours of operation, location, equipment, staff, cost, etc.

Physical Education III, IV (1/2-1 Unit)

PE-3

1. Knowledge and motor skills basic to efficient movement. The student shall be provided opportunities to develop advanced skills for safe and successful participation in individual and team sports.	
	#2-#3
2. Motivation, skills, and related conditioning activities for physical fitness. The student shall be provided opportunities to continue development, maintenance, and understanding of physical fitness.	
	#2-#3
3. Knowledge and skills for leisure and lifetime sports activities. The student shall be provided opportunities to:	
a. develop skills in family and physical recreation activities;	
	#1, #3
b. gain skill in individual, dual, and team sports; and	
	#2-#3
c. participate in a program planned to meet a wide range of individual interest.	#2

PHYSICAL EDUCATION**INSTRUCTION SHEET****PE-3 LIFETIME SPORTS ACTIVITIES**

OBJECTIVE: To demonstrate a knowledge and participation in lifetime sports activities.

RESOURCES: Public Library Subject Catalog for Lifetime Sports Reference

1. Select ten (10) lifetime sports. Research each sport and record its origin, history, value or application, rules for participation, type and cost of equipment, as well as the type and cost of the facility. State why you yourself could or could not participate for the rest of your life.
2. Record your resting pulse rate and your chest, waist, hip and thigh measurements. Turn in these measures to your instructor. Participate in a fitness or conditioning program (walking, swimming, bicycling, aerobic exercise, etc.) for a minimum of 50 hours in an approved program such as an organized athletic competition, aerobic dance course or a private for profit gym. Participation must be substantiated by an official report from a person of authority associated with the physical education organization. In the presence of your instructor record your resting pulse rate. Write a two page (typewritten or 4 hand written) discourse on your exercise program, problems and benefits (if any).
3. As an alternative to #2, participate in a lifetime activity. Select one of the following:

Outdoor Sport: Hunting, Fishing

a) Write a report containing the following information:

- (1) Type of activity. Necessary equipment.
- (2) Cost for equipment, licenses, leases, etc.
- (3) Safety practices.
- (4) Ecology, if applicable.
- (5) Include photographs, brochures, copies of leases and licenses.

Outdoor Sport: Camping

b) Write a report regarding three trips in which you have participated during the last two years. The report should include these items:

*A trip is defined as camping overnight two or more nights.

PE-3

- (1) Cost per trip.
- (2) Number of people involved.
- (3) Location.
- (4) Include photographs and brochures of sites including: R/V's, tents, cabins, points of interest, etc.
- (5) Outdoor first aid, safety and ecology. (If hunting and/or fishing involved include water and firearm safety.)
- (6) What "rewards" did you receive from the activity?

Make an itemized list of the minimum amount of equipment needed and approximate cost if a person wants to get involved in camping activities.

- c) Do the same for participation in golf, tennis, handball, basketball, etc. Document frequency of participation, benefits to you, rules of the sport, and why you enjoy this activity. (Make certain your participation can be substantiated and do so.)
*50 hours of actual participation must be recorded.
- d) Individuals who are employed in fields such as carpentry, welding, shipping and transportation, etc., should document the types of physical activities which must be executed to perform their jobs satisfactorily. A person should have been employed at least six months in the present position and have his/her immediate supervisor or employer substantiate the verity of the documentation.

ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS
(GRADES 11-12)

	CE-8	CE-9	CE-10
1. American free enterprise system. The student shall be provided opportunities to:			
A. Identify characteristics, benefits, and goals of the American free enterprise system;	#1-#5		
B. Analyze how supply and demand affect prices;	#6-#10		
C. Examine the circular flow of economic activity;	#5		
D. Relate the business cycle, deflation, and inflation with economic conditions;		#6-#8	
E. Analyze the roles of economic incentives, voluntary exchanges, private property rights, and competition;	#4		
F. Understand the role of business in the American free enterprise system;	#8		
G. Examine the roles of labor and consumers in the American free enterprise system;	#5		
H. Relate the price mechanism to allocation of resources and distributions of income; and	#11		

	CE-8	CE-9	CE-10	
1. I. Identify the factors of production and the income earned from each factor.	#1			
2. Government in the American economic system. The student shall be provided opportunities to:				
A. Understand how the government both protects and regulates the operations of the market system;		#1-#3		
B. Examine the processes and consequences of the government's budget;		#9		
C. Examine the organization and functions of the Federal Reserve System;		#2-#3		
D. Analyze the costs and benefits of government regulation of the market; and		#3		
E. Evaluate the economic performance of monetary and fiscal policies.		#11-#12		
3. American economic system and international economic relations. The student shall be provided opportunities to:				
A. Compare various types of economic systems (capitalism, socialism, and communism); and			#1-#2	

CONSUMER ECONOMICS INSTRUCTION SHEET

CE-8 AMERICAN FREE ENTERPRISE SYSTEM

OBJECTIVE: To demonstrate a knowledge of the characteristics of the American Free Enterprise System

RESOURCE: Invitation to Economics, L. Wolken & J. Glocker, Scott Foresman and Company, 1982. (recommended)

1. What are the three "factors of production"? What is the role of these factors in our economy? Why are goods and services important? What is the income earned from each factor? (pp. 2-18)
2. What are the four basic economic questions? Explain each question.
3. Differentiate between a "command" and a "market" economy.
4. Describe the role and give one (1) example of each of the following characteristics of the American economy. (pp. 25-42)
 - a) economic freedom
 - b) economic incentives
 - c) private property
 - d) competitive markets
 - e) government
5. Contrast a "factor" with a "product" market. How are the two related? Give one (1) example of a factor of production which households sell to firms. Give one (1) example of a good or service which firms sell to households.
6. How do economists define "demand"? (pp. 73-93)
7. Price per pound

.70	1 pound apples
.55	3 pounds "
.40	5 pounds "
.25	7 pounds "

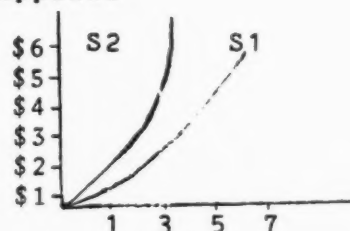
 - a) Draw a demand curve using the information above.
 - b) What factors can cause the demand curve to shift?
8. Describe the following organizations. Include information as to ownership and the advantages and disadvantages of each type of organization. (pp. 47-66)
 - a) sole proprietorship
 - b) partnership
 - c) corporation
 - d) cooperatives
 - e) nonprofit organizations

CE-8
INSTRUCTION SHEET

9. What is the law of supply? (pp.98-117). Define:

- a) supply curve
- b) change in supply
- c) change in the quantity supplied

10.



Determine the cost of three(3) packages of candy on supply curve one (S1). Determine the cost of three (3) packages after the price of sugar went up (S2)?

11. Explain how economic incentives can help guide resources into the production of specific goods and services. (pp. 25-32)

CONSUMER ECONOMICS
INSTRUCTION SHEET

CE-9 GOVERNMENT IN THE AMERICAN ECONOMIC SYSTEM

OBJECTIVE: To demonstrate a knowledge of the role of the government in the American economic system

RESOURCE: Invitation to Economics, L. Wolken & J. Glocker, Scott, Foresman and Company, 1982. (recommended)

1. List the four functions of government which can affect the economy. Provide an example for each function. (pp. 224-247)
2. What are the functions of the Federal Reserve System (Fed)? What is meant by "monetary policy"? What tools does the Federal Reserve Board have to implement this policy? (pp. 175-200).
3. Explain each of the following terms in detail. Discuss the costs and benefits of such government regulation.
 - a) reserve requirements
 - b) open market operations
 - c) discount rate
4. Discuss the market system from a buyer's viewpoint. Include a discussion of the factors which affect the quantity of goods demanded (change in income or in prices of other goods, etc.). (pp.72-97).
5. Discuss the market system from a seller's viewpoint. What factors affect the quantity of goods supplied? (pp.99-118)
6. Describe the activities of each phase of the business cycle. (pp. 248-271)
 - a) Expansion
 - b) Peak
 - c) Contraction
 - d) Trough
7. What is the Gross National Product (GNP)? What do changes in the GNP indicate about the economy?
8. Discuss two (2) variables for each of the following sets of indicators. When do changes in each set of indicators occur?
 - a) Leading
 - b) Lagging
 - c) Coincident

CE-9
INSTRUCTION SHEET

9. Define "fiscal policy". What are the two major aspects of the government's fiscal policy? (pp.272-291).
10. Describe the federal budget-planning process. How does the government spend its money? (Name the categories of major expenditures). How does the government receive its money?
11. Explain the Keynesian Model of fiscal policy. Discuss the limitations in terms of controlling expansion and recession.
12. Economists who believe that the money supply is the key factor in the nation's economy are called "monetarists". Explain their monetary policy.
13. Define the following terms: (pp. 369-393)
 - a) capitalism
 - b) socialism
 - c) communism
 - d) authoritarian socialism

CONSUMER ECONOMICS
INSTRUCTION SHEET

CE-10 THE AMERICAN ECONOMY AND THE CONSUMER

OBJECTIVE: To demonstrate a knowledge factors relating to the economy and the consumer

RESOURCE: Invitation to Economics, L. Wolken & J. Glocker, Scott, Foresman and Company, 1982. (recommended)

1. Define the following terms: (pp. 369-393)
 - a) capitalism
 - b) socialism
 - c) communism
2. What have been the results of Russia's economy on its production? What evidence suggests that economic incentives would benefit this production?
3. Why is trade among nations desirable? What is meant by "terms of trade"? Name two countries with which the United States trades extensively. How do nations pay for their imports? (pp. 342-366)
4. What is the "balance of trade"? To maintain this balance, nations use trade restrictions. Define the following terms and discuss their impact on a nation's economy.
 - a) revenue tariff
 - b) protective tariff
 - c) quota
5. Describe the position of each of the following concerning foreign trade restrictions.
 - a) domestic-employment argument
 - b) cheap labor argument
 - c) infant industry argument
6. What alternatives to trade restrictions exist?
7. Describe each of the following acts designed to protect consumers (pp. 416-443)
 - a) Fair Credit Reporting Act
 - b) Equal Credit Opportunity Act
 - c) Fair Credit Billing Act
 - d) Magnusson-Moss Warranty Act

CE-10
INSTRUCTION SHEET

8. Describe how the government regulates economic activities by (pp. 224-247):

- a) ensuring competition
- b) controlling work conditions
- c) controlling social costs
- d) protecting consumers

Be specific. Include the names and functions of agencies which operate to regulate conditions and protect consumers.

9. Define the following terms (pp. 199-222):

- a) Credit
- b) Certificate of Deposit
- c) Principal
- d) Down Payment
- e) Collateral
- f) Blank endorsement
- g) Restrictive endorsement
- h) Special endorsement

10. What advantages do banks benefit from when consumers use bank credit cards?

11. List the four (4) rules of Investing. Compare each of the following types of investments in terms of their advantages and disadvantages (pp. 417-443):

- a) Savings Accounts
- b) Life Insurance
- c) Real Estate
- d) Stocks and Bonds

12. Describe each of the following types of mortgages:

- a) standard fixed rate
- b) variable rate
- c) renegotiable rate
- d) graduated payment

13. Describe each of the following types of insurance:

- a) automobile
 - 1) Bodily injury and property damage liability
 - 2) Collision
 - 3) Comprehensive
 - 4) Medical Expense Coverage
- b) Life, Medical, Homeowners

CE-10
INSTRUCTION SHEET

14. The income tax is the largest single source of revenue for the federal government. What factors are considered when determining one's income tax? (marital status, dependents, etc.) Consider the following situations (pp. 273-293):

- a) Taxable income \$13,752, single male, one exemption
- b) " " " " , three "
- c) " " " " female, " "
- d) Taxable income \$11,460, single female, one exemption

Which individual would you expect to pay the most income tax?
The least? The same?

UNITED STATES GOVERNMENT (1/2 UNIT)

	G&L-1	G&L-2	G&L-3	G&L-4
1. Foundations of the United States political system. The student shall be provided opportunities to :				
A. Explain reasons governments are established;	#1- #2			
B. Analyze the differences between direct and representative democracy;	#1			
C. Compare United States political institutions, processes, and values with other governmental systems;	#5			
D. Trace political ideas from the Ancient World, Western Europe, and the 13 colonies that formed the foundation of the United States system of government;	#2, #3, #4			
E. Trace the growth of the two-political party system in the United States; and		#4, #5		
F. Analyze major historical documents relating to the political development of the United States.	#2, #3, #4	#1, #2, #4		

2. Development of the United States governmental system. The student shall be provided opportunities to:

	G&L-1	G&L-2	G&L-3	G&L-4
2. A. Analyze the purposes and political and economic philosophies of the United States Constitution, Bill Of Rights, and Declaration of Independence;	02, 03, 04	01, 02, 04		
B. Recognize significant individuals who played important roles in establishing the government of the United States;		03		
C. Analyze the impact of Supreme Court decisions on the American governmental system; and				05- 08
D. Explain due process of law.				01- 04
3. Structures and functions of the United States governmental systems. The student shall be provided opportunities to:				
A. Describe the structures and functions of governments at federal, state, and local levels;	06, 07, 08, 09			
B. Identify executive, legislative, and judicial authority roles on national, state, and local levels;	09			
C. Understand the taxing and spending functions of national, state, and local levels of government and the impact of these functions; and			01- 03	
D. Analyze techniques for maintaining a division of power among branches of government and between national and state levels.	010			

	G&L-1	G&L-2	G&L-3	G&L-4
4. Participation and decision making in civic affairs. The student shall be provided opportunities to:				
A. Examine factors that influence an individual's political beliefs and behavior;		07		
B. Understand the functions of political parties in the United States political process;	011	05, 00		
C. Analyze the functions of minor political parties and interest groups in the American political process; and	012, 013	06		
D. Interpret the concept that the United States has a "government of law, not men."		08, 011		

GOVERNMENT AND LAW

INSTRUCTION SHEET

G&L-1 FORMS OF GOVERNMENT

OBJECTIVE: To demonstrate a knowledge of the structure and function of the different levels of government in the United States and an awareness of other forms of government in the world.

RESOURCE: Government and Law Reading Book
 AMERICAN GOVERNMENT, A.O. Kownslar and T.L. Smart, McGraw Hill, Co., 1980 (recommended)

1. Read the section "Political Ideas from the Ancient World" (AMERICAN GOVERNMENT, pp. 17-24).
 - a) Define the term democracy.
 - b) Define the term "direct democracy". Give one example.
 - c) Define the term "representative democracy". Give one example.
 - d) Why did the ancient Greeks and Romans find it necessary to develop laws? Why did they find it necessary to state their laws in writing?
2. Read the section "Political Ideas from Western Eurpoe" (AMERICAN GOVERNMENT, pp. 27-40).
 - a) Define "Social Contract Theory." How did John Locke's philosophy carry this theory further?
 - b) English common law is divided into public law and private law. What parallel exists between the American system of law and English common law? Give examples of this parallelism.
 - c) What is the Magna Charta? What ideas expressed in the Magna Charta are reflected in the Constitution (AMERICAN GOVERNMENT, pp. 610-619)?
3. Read the Declaration of Independence (AMERICAN GOVERNMENT, pp. 608-609).
 - a) Cite evidence from this document which shows that Thomas Jefferson was influenced by John Locke's philosophy.
 - b) Cite evidence that the signers of the Declaration of Independence believed in due process of law.
4. Read the section "Political Ideas from the Thirteen Colonies" (AMERICAN GOVERNMENT, pp. 43-60).
 - a) Of what relevance is the Mayflower Compact?
 - b) Although the Puritans sought religious freedom for themselves, they did not extend this privilege to others. How did this action contribute to the present system of government which provides for religious freedom?

G&L-1 Instruction Sheet

5. Read the section "Forms of Government in Other Countries" (AMERICAN GOVERNMENT, pp. 521-605) and answer the following questions:
 - a) Write a $\frac{1}{2}$ page essay describing the capitalistic economic system. In your essay explain thoroughly the following items: (1) property privately owned (2) competition as a basic factor of capitalism (3) "laissez faire."
 - b) Explain the basic beliefs of Marxian Socialism. Name one country that is a mild form of socialism.
 - c) Explain "dictatorship" and give one example of a country with this type of government.
 - d) Explain "monarchy". How is a monarchy different from a dictatorship?
 - e) "The theories of Karl Marx have sparked social and political revolutions all over the world." Give two examples of his best known writings. What does he mean when he uses the term "proletariat" and "bourgeoise."
 - f) Communist Russia is not pure Marxism: Explain this statement.
 - g) What do you think is meant by "unequal distribution of wealth."
 - h) Which economic system would you choose to live in? Why? How would you correct its weak points?
6. Look at the section on "County Government" and answer the following questions:
 - a) Name the three levels of government. In theory, what is the responsibility of each level?
 - b) What are some of the duties probably carried out by your county government?
 - c) What are the duties of the county sheriff? The district attorney? The county coroner?
7. Look at the section on "City Government" and answer the following questions:
 - a) Describe the Mayor-Council form of City Government.
 - b) Describe the City-Manager type of government.
 - c) Describe the Commission type of Government.
8. Look at the section on "State Government" and answer the following questions:
 - a) What are the responsibilities of the state legislature?
 - b) What are the duties of the governor?
 - c) List and describe three different types of state courts.
 - d) List two state regulatory agencies and their functions.
 - e) How is a state law passed?
9. For each level of government (federal, state and local) describe the function of the executive, legislative and judicial branches. Identify by title or position the person or governing body which oversees each branch at each level. Example: Federal Level, Executive Branch: President.
10. What is meant by separation of power? How is such a separation accomplished among the three branches of government? How is it accomplished between federal and state governments?

G&L-1 Instruction Sheet**11. Complete one of the following:**

- a) Write a letter to someone in government about an issue of interest to you. (Before you mail the letter, show it to the teacher in order to verify that the grammar is correct. Also, make a copy of it.)
- b) Become involved in a political campaign. A letter from a campaign official documenting that you participated in the campaign will be required. (See notes.)
- c) Observe a government body or court in session. Write a report stating things that you observed and what you learned from this experience.

NOTE: In parts (b) and (c), if you have already participated in a political campaign or observed a government body or court in session, there is no need to do so again. Simply document this prior experience.

12. Select one piece of proposed or passed legislation or court decision of public interest on the national level that has had or will have a direct effect on your life. Write and answer each of the following questions:

- a) What is the effect this legislation or court decision has had, or will have, on your life?
- b) What are the pros and cons of the issue?
- c) What are the future implications of this legislation?

13. Do the same with an issue on either the state or local level.

GOVERNMENT AND LAW

INSTRUCTION SHEET

G&L-2 CITIZENS' RIGHTS AND THE AMERICAN POLITICAL PROCESS

OBJECTIVE: To demonstrate a knowledge of citizens' rights and the political process.

RESOURCES: Government and Law Reading Book
American Government, A.O. Kownslar and T.L. Smart, McGraw Hill, Co.,
1980 (recommended)

1. Read the section "the Constitution" (pp. 3-35). Answer the following questions on your paper. Be sure to write out all questions.
 - a) What is the Constitution?
 - b) What are the three major parts of our Constitution?
 - c) What is the preamble?
 - d) What are the seven articles?
 - e) What are amendments?
 - f) What are the first ten amendments called?
2. Read the section "Constitutional Rights: The Bill of Rights" (pp. 87-94). Give a concrete example of how each right in the Bill of Rights affects your daily life. (There are 19 rights in all).
3. Describe the role the following people played in forming the government of the United States:
 - a) James Madison
 - b) John Hancock
 - c) George Washington
 - d) Abigail Adams
 - e) Thomas Jefferson
 - f) Edmund Randolph
 - g) William Patterson
4. Read "Formation of Our Federal Government" (American Government, pp. 63-77).
 - a) Explain the importance of the Articles of Confederation.
 - b) Who were the Federalists? What were their views regarding the Constitution?
 - c) Who were the Anti-Federalists? What were their views regarding the Constitution?
5. Read "The Role of Political Parties" (American Government, pp. 419-429).
 - a) What circumstance in the American political system has encouraged a two-party system?
 - b) Who are the Democrats? What views do they represent?
 - c) Who are the Republicans? What views do they represent?

G&L-2 Instruction Sheet

- d) Why do third parties emerge? Why have third parties not been able to sustain a prolonged existence?
 - e) What functions do political parties serve?
6. Read "Pressure Groups and Direct Actions" (American Government, pp. 485-502).
- a) Define "pressure group."
 - b) List three means by which a pressure group can influence public opinion.
 - c) List three means by which a pressure group can influence a government official.
 - d) Define:
 - (1) referendum
 - (2) initiative
 - (3) recall
7. Read "Measuring and Shaping Public Opinion" (American Government, pp. 505-517).
- a) Define "propaganda."
 - b) List three commonly used propaganda techniques. Explain each technique and give at least one example for each one.
 - c) How does propaganda influence public opinion during a political campaign?
 - d) Is it fair to use propaganda to influence the opinions of others? Why or why not?
8. Read "The Electoral Process" in the G&L-2 folder. Answer questions 1-30 on your own paper and write out each question.
9. If you are already registered to vote, bring proof of such registration. If not, complete a voter registration card. (Actual registration is not required, but you must complete the registration card.)
10. Read "Presenting the Votomatic" in the G&L-2 folder. List the steps necessary to use the votomatic properly.
11. Identify one law or legal process which you would like to change. State why you would like to do so and outline realistic steps for accomplishing this end. Who would you contact? Why?

GOVERNMENT AND LAW

INSTRUCTION SHEET

G&L-3 TAXES

OBJECTIVE: To demonstrate a knowledge of the taxing and funding functions of government.

1. Read "Taxpayer Rights and Responsibilities" (pp. 2-7) in the G&L-3 folder. Answer the following questions on your own paper. Be sure to write all questions.
 - a) In the United States we pay taxes to three different types of government. What are these three governments?
 - b) Why must a person have a Social Security card before being hired for a job?
 - c) What purpose does a W-4 form serve? What is the special withholding allowance? When must a new W-4 form be filed?
 - d) What information does a W-2 form provide? Where can a W-2 form be obtained?
 - e) Who may file a 1040A or 1040EZ income tax form?
2. Read "Glossary of Tax Terms" (pp. 42 & 44) in the G&L-3 folder. Match the terms in Column One with the definitions in Column Two.

COLUMN ONE

- _____ 1. Fuel tax
- _____ 2. Consumption tax
- _____ 3. Real property tax
- _____ 4. Vendor tax
- _____ 5. Taxable income
- _____ 6. Dependent
- _____ 7. Personal Property tax
- _____ 8. Gross income
- _____ 9. Inheritance tax
- _____ 10. Tips

COLUMN TWO

- a. Income that is not exempt from tax
- b. The tax paid by a person who receives land or other property from a deceased person's estate.
- c. A sales or excise tax
- d. A tax on property
- e. A state tax on a person who conducts business
- f. Income on which tax liability is determined
- g. Income received for services performed.
- h. A tax on land or buildings based on the value of these properties.
- i. A person other than the taxpayer or his/her spouse.
- j. A tax imposed by states on gasoline and diesel fuel.

3. What is the name for the type of tax which is paid at department and grocery stores? What level of government is responsible for collecting this tax?

G&L-3 Instruction Sheet

4. The state of Texas does not levy a personal income tax. Consider what other sources the state may tax and list three of these sources. (Hint: Think about private means of transportation, oil and mineral production, pleasure items, real estate property, businesses and corporations, etc.)
5. Look at the State Government Offices listed in the telephone book. List three major recipients of state tax dollars.
6. 1040A and 1040EZ Income Tax Forms

Obtain the booklet found in the G&L-3 folder entitled "Understanding Taxes" and read the sections on filling out your 1040A and 1040EZ income tax forms (pp. 8-17). After reading the instructions answer the following questions and complete the following tasks.

- a) What are exemptions?
- b) List the different types of exemptions found on a 1040A form.
- c) What is interest income?
- d) Describe what "earned income credit" is. How does one qualify for it?
- e) Obtain a 1040A and a 1040EZ income tax forms from the folder entitled "1040A, 1040EZ W.S." and complete the income tax forms for the following two situations.

- (1) John T. Dash (987-24-1347) and his wife, Maureen B. Dash (981-65-0102), 2010 Firrst Street, Elmvile, California 90050. Each allowed one exemption

Contributions to a political candidate	\$ 70.00
John, a salesman	
Form W-2	
Wages	\$12,884.00
Withholding	\$ 2,000.00
Interest	\$ 60.00
Maureen, a housewife	
No income	

- (2) 1040A and 1040EZ Income Tax Forms

Jennifer S. Den (679-65-0002)
 100 Maple Street
 Goodville, Texas 77200
 Occupation: Student/Clerk
 Single, no dependents

Form W-2	
Wages	\$ 5,800.00
Withholding	\$ 431.00
Interest	\$ 25.00

6. Be prepared to discuss all work with your instructor.

GOVERNMENT AND LAW

INSTRUCTION SHEET

G&L-4 INDIVIDUAL LEGAL RIGHTS AND RESPONSIBILITIES

OBJECTIVE: To demonstrate a knowledge of individual legal rights, responsibilities and due process.

RESOURCES: American Government, A. O. Kownslar & T. L. Smart, McGraw-Hill, Inc., 1980 (recommended).

Street Law, L. P. Anderson, E. T. McMahon & E. L. O'Brien, West Publishing Co., 1980 (recommended).

1. Read chapter three (pp. 103-118) of "Street Law" before answering the following questions. Be sure to write out all questions.
 - a) Define consumer.
 - b) How have recent laws begun to change in favor of the consumer?
 - c) How do federal laws protect the consumer?
 - d) How do state laws protect the consumer?
 - e) List and describe four (4) things you can do before buying an item to prevent problems that may occur.
 - f) What steps should you follow if after buying an item something goes wrong with it?
 - g) What are the differences between trial courts and small claims courts?
 - h) You have decided to take an unfair businessman to small claims court. What three steps must you take in order to give you a better chance of winning your case?
 - i) Is there a small claims court in your area? If so, where is it located? What is the filing fee? What is the largest amount of money that can be awarded? Are lawyers permitted in this court?

2. Read the section on Contracts (pp. 128-132) in "Street Law" and answer the following questions on your own paper. Write out all questions.
 - a) What is a contract?
 - b) Lorraine, sixteen years of age, enters a contract to buy a stereo from a local audio shop. After two months Lorraine loses her job and can no longer afford her monthly payments on the stereo. Can she legally be forced to pay her monthly bill? Explain.
 - c) What must Lorraine do to satisfy the audio shop management?
 - d) Joe Candelaira, a plumber, orally agrees to replace a leaky water heater for \$75. He does so but after finishing, the homeowner refuses to pay him because no written agreement was signed. Can Joe Candelaria do anything legally about this?

G&L-4 Instruction Sheet

- e) You need your house painted. You call Sam Sidestep-painter-for an estimate. You like the terms of the estimate but want a written contract for protection. On a separate sheet of paper, write out a contract that you feel protects both you and Sam Sidestep. Be sure to include any extra items Sam has agreed to do or special materials needed that both you and Sam agreed on.
3. Read the section titled "Death and the Law" (pp. 210-217) in "Street Law" before answering the following questions:
 - a) What is a living will?
 - b) Would you consider signing a living will? What are the moral and legal reasons for and against living wills?
 - c) What is a will?
 - d) What does intestate mean?
 - e) Can wills be changed? How?
 - f) Sharon and Eddie Jones were married for twenty years before Eddie died. Upon his death, it was determined that Eddie left all his property and money to Larry, Eddie's brother, leaving Sharon with no means of support. Is Sharon protected in any way? Explain.
 4. When a person is arrested, that person has to go through certain proceedings before his/her trial. List and briefly describe these pretrial proceedings. (pp. 74-83, "Street Law")
 5. Read the section on discrimination (pp. 302-324) in "Street Law." What is discrimination? Are all cases of discrimination illegal? Why?
 6. Define each of the following tests and state under what circumstances each would be used.
 - a) Rational Basis Test
 - b) Substantial Relationship Test
 - c) Strict Scrutiny Test
 7. What effect did the following court cases have on the development on the rights of American citizens regarding discrimination? Consider the events which led up to these court cases. Present the facts, the court decisions and the outcomes of the decisions.
 - a) Plessy versus Ferguson
 - b) Brown versus Board of Education of Topeka
 - c) Bakke versus the University of California
 8. Read "Rights and Court Decisions" (American Government, pp. 285-301).
 - a) What rights does the First Amendment guarantee?
 - b) Select one of the rights covered by the First Amendment and explain how the Supreme Court has interpreted cases concerning this right through the years.

G&L-4 Instruction Sheet

- c) The Fourth Amendment protects individuals from "unreasonable search and seizures." How has the Supreme Court interpreted this amendment regarding wiretapping?
 - d) On many television dramas which feature police episodes, the question, "Have you read him his rights?" is asked of a policeman who has arrested a suspect. To what rights does this question refer? Which Supreme Court ruling was responsible for the implementation of this police procedure?
9. Be prepared to discuss all work with your instructor.

UNITED STATES HISTORY (FROM RECONSTRUCTION TO THE PRESENT-1 UNIT).

	USH-1	USH-2	USH-3	USH-4	USH-5
1. Emergence of the United States as a world power. The student shall be provided opportunities to:	1				
A. Describe the causes and effects of United States involvement in foreign affairs and in international conflicts;	01- 016				
B. Describe the United States international political, humanitarian, economic, and military cooperative efforts; and	01- 016				
C. Analyze the foreign policies of the United States and their impact on the nation.	01- 016				
2. Geographic influences on the historical development of the United States. The student shall be provided opportunities to:		1			
A. Describe how population movements and patterns of settlement in the United States were influenced by physical features;		01- 05			
B. Identify major United States population centers and their importance;		06, 013			
C. Identify former United States overseas possessions and explain their present status;		08			

	USH-1	USH-2	USH-3	USH-4	USH-5
2. D. Describe the national government land policies and their historical significance;		04- 05			
E. Locate and explain the importance of selected historical sites;		013			
F. Examine the uses, abuses, and preservation of natural resources and the physical environment of the United States; and		01-05, 012			
G. Understand how geographic patterns of economic resources influenced the development of the United States.		01- 05 09- 011			
3. Economic development and growth of the United States. The student shall be provided opportunities to:					
A. Understand the development of the United States banking system;			01- 02		
B. Analyze the impact of new developments in science and technology on business, industry, and agriculture;			010- 013		
C. Explain the economic impact of various wars on the United States;			014		
D. Explain the development and importance of new business and labor organizations;			03- 05		
E. Identify significant business, industrial, and labor leaders of the United States;			06		

	USN-1	USN-2	USN-3	USN-4	USN-5
3. F. Understand the impact of business cycles, deflation, and inflation on the United States;			010, 012-014		
G. Describe the overseas expansion of United States trade; and			08- 09		
H. Analyze the changing relationship of government and the economy.			014- 015		
4. Social and cultural developments of the United States. The student shall be provided opportunities to:					
A. Describe the long-term social impact of the Civil War and Reconstruction;				01- 05	
B. Explain the causes for and impact of immigration;				06- 09	
C. Recognize the contributions of ethnic and racial groups and individuals to the growth and development of the United States;				013- 017	
D. Analyze majority-minority group relations;				010, 011, 013, 015- 017	
E. Describe population movements and patterns of settlement;				010, 012, 015	
F. Identify social reform movements, leaders, issues, and results;				013- 014	

	USH-1	USH-2	USH-3	USH-4	USH-5
4. G. Analyze the impact of science and technology on social and cultural developments; and				010	
H. Describe developments in art, music, literature, drama, and other culturally related activities.				010	
5. Political development of the United States. The student shall be provided opportunities to:					
A. Describe the long-term political effects of the Civil War and Reconstruction;				05	01-02
B. Analyze the major historical documents that relate to the development of the United States;					
C. Describe major political campaigns, elections, issues, and leaders;					04-07
D. Understand major political reform movements, leaders, issues, and results;				014-015	010-011
E. Evaluate constitutional developments reflected by amendments and court interpretations; and				05, 013	01-03
F. Analyze the growth and development of the three branches of federal government.					03, 00-09, 012

UNITED STATES HISTORY
INSTRUCTION SHEET

USH-1 THE UNITED STATES AS A WORLD POWER

OBJECTIVE: To demonstrate a knowledge of the historical events leading to the emergence of the United States as a world power.

RESOURCES: Our Nation's Story, Part II, M. E. Portwood and T. B. Portwood, Steck-Vaughn Co., 1977.

Rise of the American Nation, Vol. 2, L. P. Todd and M. Curti, Harcourt, Brace and Jovanovich, 1977. (Recommended)

1. At the end of the 19th Century, the United States became interested in overseas expansion.
 - a) Explain the reasons behind this policy (Chapter 11, American Nation; Chapter 4, Our Nation's Story).
 - b) Describe the events leading up to the Spanish American War. What were its outcomes?
 - c) Define:
 - (1) Boxer Rebellion
 - (2) Open Door Policy
 - d) Of what importance was Commodore Matthew C. Perry?
2. Why was it difficult for the United States to remain neutral at the outbreak of World War I? (Chapter 13, American Nation; Chapter 5, Our Nation's Story)
3. What was the Lusitania? How was American opinion influenced after the incident involving the Lusitania?
4. What was the purpose of the League of Nations? Why did it not succeed? (Chapter 14, American Nation)
5. How did the American prosperity of the 1920's influence the United States' position concerning foreign affairs? (Chapter 14, American Nation; Chapter 6, Our Nation's Story)
6. Describe President Roosevelt's New Deal Program. (Chapter 17, American Nation; Chapter 6, Our Nation's Story)
7. Define the following terms as they relate to the United States policies prior to World War II. (Chapter 19, American Nation; Chapter 7, Our Nation's Story)
 - a) Totalitarian
 - b) Good Neighbor Policy
 - c) Isolationism
 - d) Axis Powers

USH-1 Instruction Sheet

8. The following men played major roles in World War II. Use an encyclopedia to learn about them as individuals. Describe their personalities and detail how their personal characteristics influenced their beliefs, and therefore, their stances with respect to their own countries and World War II.
 - a) Franklin Roosevelt
 - b) Benito Mussolini
 - c) Joseph Stalin
 - d) Adolf Hitler
 - e) Winston Churchill
9. What events led to World War II in Europe? When and under what circumstances did the United States become involved in World War II? What was the attitude of Americans toward the United States' involvement in World War II?
10. What was the purpose of the United Nations? (Chapter 22, American Nation; Chapter 8, Our Nation's Story)
11. Which two nations emerged as major world powers after World War II? How did the forms of government and economic systems of the two nations differ? What political situation developed as a consequence of these differences? Explain the "Cold War."
12. How did the United States become involved in the Korean War? What role did it play?
13. How did the United States become involved in the Vietnam conflict? What role did it play? (Chapter 23, American Nation; Chapter 9, Our Nation's Story)
14. Viewing the Korean War and the Vietnam conflict in the context of world politics, both may be seen to be a part of a larger struggle. Comment on this statement. Present your opinion and facts in support of your position.
15. What is the War Powers Act? Why was it drawn up? (Chapter 23, American Nation; Chapter 10, Our Nation's Story)
16. What is detente? How did detente affect American foreign policy?

UNITED STATES HISTORY

INSTRUCTION SHEET

USH-2 GEOGRAPHICAL INFLUENCES ON UNITED STATES HISTORY

OBJECTIVE: To demonstrate a knowledge of the geographical influences on the historical development of the United States.

RESOURCES: Our Nation's Story, Part II, M. E. Portwood and T. B. Portwood, Steck-Vaughn Co., 1977.

Rise of the American Nation, Vol. 2, L. P. Todd and M. Curti, Harcourt, Brace and Jovanovich, 1977. (Recommended)

1. Describe how each of the following inventions spurred industrial growth and served to bring the nation together. (Chapter 4, American Nation; Chapters 1-2, Our Nation's Story)
 - a) Telegraph
 - b) Telephone
 - c) Railroad
2. What area of the United States was known as the "Great American Desert?" Why were Americans in the early 1800's reluctant to settle this area? (Chapter 3, American Nation)
3. How did open range grazing for cattle contribute to the settling of the Great Plains? How did the railroads revolutionize the cattle industry?
4. Explain how the "Homestead Act" and land grants to railroads contributed to the settlement of the Great Plains. List three problems the settlers of the Great Plains faced. How were these problems overcome?
5. During the settlement of the Great Plains, what was the policy of the United States government toward the Plains Indians?
6. On the map of the United States provided by your instructor,
 - a) Trace the railways for the following companies
 - (1) Great Northern
 - (2) Central Pacific/Union Pacific
 - (3) Southern Pacific
 - (4) Atlantic and Pacific/Atchison, Topeka & Santa Fe

*Use an encyclopedia or American Nation to complete this task.
 - b) Write the names of the cities which mark the eastern and western points for these railways.
7. European nations had been colonizing since the 1500's. It was not until the late 1800's that Americans became interested in expansion overseas. Why? (Chapter 11, American Nation; Chapter 4, Our Nation's Story)

USH-2 Instruction Sheet

8. What natural resources does each of the following areas possess? What advantages did the United States gain by controlling each area? What is the present status of each regarding the United States? (Chapter 4, Our Nation's Story)
- a) Alaska
 - b) Hawaii
 - c) Samoa
 - d) Guam
 - e) Wake Island
 - f) Puerto Rico
 - g) Phillippines
9. Explain how advances in transportation and communication helped to move Americans from an isolated farm and ranch existence to an urban lifestyle. (Chapter 16, American Nation; Chapter 6, Our Nation's Story)
10. By the 1960's and 1970's, the majority of Americans lived in urban areas. Discuss the patterns of mobility during this period for the different geographical areas of the country. (Chapter 24, American Nation)
11. Discuss the effects on American society of:
- a) Movement from the farms
 - b) Movement of the middle class from cities to suburbs
 - c) Movement of Blacks from the South to other areas of the country
12. Describe how Americans have misused the environment. What is being done to restore the environment? (Chapter 25, American Nation)
13. Explain the importance of the following cities in the development of the United States (encyclopedia):
- a) New York City
 - b) Philadelphia
 - c) Detroit
 - d) Washington, D.C.
 - e) Denver
 - f) Chicago
 - g) St. Louis
 - h) Houston

Locate each city on a map of the United States provided by the instructor.

UNITED STATES HISTORY

INSTRUCTION SHEET

USH-3 ECONOMIC GROWTH OF THE UNITED STATES

OBJECTIVE: To demonstrate a knowledge of the economic growth and development of the United States.

RESOURCES: The American People: Their History Since 1900, H. C. Dethloff and A. E. Begnaud, Steck-Vaughn, Co., 1978.

Rise of the American Nation, Vol. 2, L. P. Todd and M. Curti, Harcourt, Brace and Jovanovich, 1977. (Recommended)

1. Identify each of the following acts and explain its purpose:

- | | |
|----------------------------------|----------------------------------|
| a) Sherman Antitrust Act of 1890 | e) Smith-Lever Act of 1913 |
| b) Hepburn Act | f) Federal Farm Loan Act |
| c) Federal Reserve Act | g) Underwood Tariff Act of 1913 |
| d) Pure Food and Drug Act | h) Clayton Antitrust Act of 1914 |

(Chapter 1, American People; Chapter 9, American Nation)

2. Describe in detail the purpose and function of:

- a) Federal Reserve System
- b) Federal Trade Commission

3. What is the American Federation of Labor? How did it differ from the National Labor Union and the Knights of Labor? (Chapter 6, American Nation)

4. How did women and blacks fit into the overall scope of unions? What was the attitude of industry toward unions?

5. What was the attitude of members of each of the following groups regarding a society of workers?

- a) Anarchists
- b) Communists
- c) Socialists

6. Identify each of the following individuals with regard to the economic development of the country. Be specific and provide details concerning their beliefs and attitudes toward business development, labor and government involvement.

- | | |
|------------------------|-------------------------|
| a) Woodrow Wilson | f) Andrew Carnegie |
| b) Theodore Roosevelt | g) Samuel Gompers |
| c) William Howard Taft | h) Jay Gould |
| d) J. P. Morgan | i) Booker T. Washington |
| e) John D. Rockefeller | j) W. E. B. DuBois |

USH-3 Instruction Sheet

7. List four of Franklin Roosevelt's "New Deal" programs. What problem did each address? How effective was each program in terms of relief and recovery? (Chapter 4, American People; Chapter 17, American Nation)
8. Describe the Trade Agreements Act of 1934. What was its purpose? (Chapter 19, American Nation)
9. Describe the Trade Expansion Act. What was its purpose? How was it linked to President Kennedy's agricultural plans for the country? (Chapter 21, American Nation)
10. In the late 1800's oil and electricity were developed as new sources of power (energy), but it remained for products to be developed before both of these sources could be utilized extensively. For example, the production of the automobile spurred the development of petroleum products. Discuss the Industrial Revolution as the result of many such developments.
11. Define the following terms:

a) partnership	f) pool
b) individual proprietorship	g) trust
c) corporation	h) holding company
d) stockholder	i) interlocking directorate
e) dividend	

* Use a dictionary or Chapter 4, American Nation
12. Discuss how the new forms of business organizations interacted with the development of new products in furthering the Industrial Revolution. (Chapter 4, American Nation)
13. How did organized research efforts after World War II contribute to the technological revolution? (Chapter 25, American Nation)
14. Describe the economic situation and actions taken by the federal government and Presidents to cope with various conditions.
 - a) Following World War I (Chapter 3, American People)
 - b) During 1929-1932 (Chapter 4, American People)
 - c) During World War II (Chapter 5, American People)
 - d) Following World War II (Chapter 21, American Nation)
 - e) During the Eisenhower years (Chapter 21, American Nation)
 - f) During Johnson's "Great Society" (Chapter 21, American Nation)
15. The "New Deal" marked a turning point in the government's stance concerning the economy. Explain and provide specific examples and facts. (Chapter 4, American People)

UNITED STATES HISTORY

INSTRUCTION SHEET

USH-4 SOCIAL AND CULTURAL DEVELOPMENTS OF THE UNITED STATES

OBJECTIVE: To demonstrate a knowledge of the social and cultural developments of the United States.

RESOURCES: The American People: Their History Since 1900, H. C. Dethloff and A. E. Begnaud, Steck-Vaughn, Co., 1978.

Rise of the American Nation, Vol. 2, L. P. Todd and M. Curti, Harcourt, Brace and Jovanovich, 1977. (Recommended)

1. Why was President Lincoln's "Proclamation of Amnesty" a practical and flexible program? What provisions did it make regarding restoring the South to the Union? (Chapter 1, American Nation)
2. How did the Wade-Davis Bill differ from President Lincoln's position?
3. Describe social conditions for the newly freed slaves during Reconstruction. Discuss the laws which were passed to regulate their conduct.
4. Who were the Radical Republicans and what was their five-point plan for Reconstruction? Why was Radical control in the South short-lived?
5. Identify:

a) sharecropper	g) "separate but equal"
b) tenant farmer	h) "Jim Crow" laws
c) Solid South	i) NAACP
d) poll tax	j) Thirteenth Amendment
e) Freedman's Bureau	k) Fourteenth Amendment
f) literacy test	l) Fifteenth Amendment
6. Describe how the character of immigration changed after 1890. What was the effect of immigration on labor? (Chapter 4, American Nation)
7. Why did worker groups seek to restrict immigration? Did such action contradict the fabric of the nation? Why or why not?
8. How did the laws which were enacted during the 1920's restrict immigration? Why were these laws enacted? (Chapter 15, American Nation)
9. What does the term "Americanization" mean? Why was it important for Indians, and later, for immigrants to be "Americanized"? (Chapters 3 and 15, American Nation)
10. Trace the movement of black Americans from the South to the North during the early 1900's. Why did this movement occur? Why was the North not a utopia for blacks? (Chapter 14, American Nation)

11. What were the social conditions facing American Indians during the 1920's? That of Mexican immigrants?
12. Between 1900 and 1976 the population of the United States tripled. What factors contributed to this phenomenon? Describe the population shifts which occurred from rural to urban and from cities to suburbs. (Chapter 24, American Nation)
13. Define:
 - a) Urban crisis
 - b) Black power
 - c) Desegregation
 - d) Brown vs. Board of Education of Topeka
 - e) Sit-ins
 - f) Freedom rides
 - g) Plessy vs. Ferguson
14. Identify the following individuals and discuss their roles in the "black power" movement:

a) Malcolm X b) Elijah Muhammed c) Stokely Carmichael d) Huey Newton e) Roy Wilkins	f) Dr. Martin Luther King *g) Julian Bond *h) Andrew Young *i) Jesse Jackson
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What is the present political status of individuals marked by a * ?

15. Hispanos lived in southern California and the southwestern United States; Mexican Americans have lived in Texas, California, the southwest and northern cities such as Detroit and Chicago; Puerto Ricans have lived in the northeastern states. Explain the factors which contributed to these population patterns. What social conditions have these minority groups faced? What is the present day status of each group?
16. How have American Indians been limited in controlling their lives? How are they fairing now?
17. What did women active in the "Women's Movement" of the 1960's and 1970's aim to achieve? What has been the outcome of this movement? List four women who have been active in the movement. Describe their roles.
18. How have literature and the arts been influenced by industrial and technological developments? (Chapter 16, American Nation) List three technological advances that have affected your leisure time activities. How have these activities been affected? What benefits do you enjoy from these advances?

UNITED STATES HISTORY

INSTRUCTION SHEET

USH-5 POLITICAL DEVELOPMENT OF THE UNITED STATES

OBJECTIVE: To demonstrate a knowledge of the political development of the United States.

RESOURCES: Our Government, P. Yelderman, Steck-Vaughn Co., 1966.

Rise of the American Nation, Vol. 2, L. P. Todd and M. Curti, Harcourt, Brace and Jovanovich, 1977. (Recommended)

1. What rights were the Thirteenth, Fourteenth and Fifteenth amendments aimed at guaranteeing? Why were these guarantees ineffective? What means did some states employ to disenfranchise blacks? (Chapters 1 and 24, American Nation)
2. Explain the Supreme Court decision in the case of Plessy vs. Ferguson. How did the 1954 Supreme Court decision in the case of Brown vs. Board of Education of Topeka affect the previous decision? How have school districts complied with the Court's decision in the latter case? (Use facts from your local community to answer the final question.)
3. What was the Supreme Court ruling in the case of U.S. vs. E. C. Knight Company? How did it affect the Sherman Antitrust Act? Explain how Congress and the Supreme Court seemed to be working at cross purposes regarding free competition. (Chapter 4, American Nation)
4. Match the political personality with the appropriate policy or program. (Use an encyclopedia.)

___ 1. Woodrow Wilson ___ 2. Theodore Roosevelt ___ 3. William Howard Taft ___ 4. Franklin Roosevelt ___ 5. Dwight Eisenhower ___ 6. John F. Kennedy ___ 7. Lyndon Johnson ___ 8. Richard Nixon ___ 9. Jimmy Carter ___ 10. Harry Truman	a. The Great Society b. Marshall Plan c. New Frontier d. Camp David Summit Conference e. New Freedom Program f. Progressive Party g. The New Deal h. Detente i. Sixteenth Amendment j. Fair Deal
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5. Define each of the programs/policies listed in #4. Discuss the importance of each program and identify the problem(s) it was meant to address.
6. List three major endeavors under each of the following programs and discuss the success of these endeavors.
 - a) Great Society
 - b) New Frontier
 - c) New Deal
 - d) Fair Deal

USH-5 Instruction Sheet

7. Describe the following election campaigns in terms of the issues, political climate and presidential candidates:
 - a) 1912
 - b) 1948
 - c) 1960
 - d) 1968
8. President Nixon wanted the Supreme Court to commit to his view of "strict interpretation" of the Constitution. What does "strict interpretation" mean? What action could President Nixon undertake to ensure that the Supreme Court would be in agreement with his view? How could Congress block the President's action? (Chapter 21, American Nation)
9. The President is Commander-in-Chief of the military services in the United States, but only Congress has the authority to declare war. If this statement is true, how was it possible for Presidents Kennedy and Johnson to send military troops to South Vietnam? What were Congress' actions first in granting authority and then in limiting this authority? (Chapters 9 and 10, Our Nation's Story; Chapter 23, American Nation)
10. Presidential power had been growing since the Great Depression. What control does Congress have to check a president's authority? Discuss the Watergate affair. What was at stake (other than President Nixon's job)? (Chapter 21, American Nation)
11. Progress and Poverty and Wealth Against Commonwealth are two books published in the late 1800's. What major concern did these books express? (Chapter 2, American Nation)
12. Identify and name a leader of the movement:
 - a) National Consumer's League
 - b) Women's Christian Temperance Union
 - c) Muckraking
 - d) Women's Liberation

WORLD HISTORY STUDIES (UNIT).

1. Development of early civilizations. The student shall be provided opportunities to:	WH-1	WH-2	WH-3	WH-4	WH-5
A. Analyze early river valley civilizations;	04 - 012				
B. Describe the historical development of Greek and Roman societies and their contributions to modern civilization; and	013- 023				
C. Trace the development of early Indian and Chinese civilizations.	013 - 015				
2. Historical development of Western civilization. The student shall be provided opportunities to:					
A. Trace the development of Judaism, Christianity, and Islam and their influences;		01- 02			
B. Describe political, economic, and social changes that occurred during the Medieval periods, the Renaissance, and the Reformation;		03- 04, 00- 011			
C. Analyze the influences of Byzantine and Moslem societies on Western civilization;		05 - 07			

WH-1

WH-2

WH-3

WH-4

2.	D. Explain the impact of the Renaissance and Reformation on Europe;		#11			
	E. Describe the expansion of European influence around the world through exploration, investment, and colonization;		#12- #16			
	F. Analyze the impact of political and economic revolutions on Western civilization, including the increased productivity and prosperity resulting from the industrial revolution;					#1- #5
	G. Explain the rise of nationalism and imperialism and their consequences;		#17- #20			
	H. Trace the origins of and basis for the concepts of liberty, individual freedom, private property rights, and representative government; and		#21			
	I. Trace the development of capitalism, socialism, and communism.				#5 - #9	
3.	Historical development of other regions. The student shall be provided opportunities to:					
	A. Trace the development of national unity in Russia, India, Japan, and China;		#1 - #3, #5 - #9			

	WH-1	WH-2	WH-3	WH-4	WH-5
3. B. Understand the development of Mayan, Aztec, and Incan civilizations in the Americas;			#3		
C. Describe the emergence of nation-states in the Middle East, Latin America, Africa, and Asia noting political perspectives; and			#11, #14	#1	
D. Explain the rise of nationalism and imperialism among eastern bloc nations and their consequences.			#10	#1	
4. Geographic influences on world history. The student shall be provided opportunities to:					
A. Identify major colonies around the world at various historical periods and explain reasons for their colonization;		#12 - #14, #19 - #20			
B. Determine how the physical features of an area affected its historical development;	#1, #6, #8 #13, #16		#3		
C. Analyze the cultural and physical changes that occurred within an area studied at various periods of time;					
D. Describe the growth and importance of trade, commerce, transportation, and communications at different times in history;			#6, #13, #10		
E. Locate major physical features, landforms and countries of the world on maps and globes;					#13- #14

	WH-1	WH-2	WH-3	WH-4	page 4. WH-5
4. F. Describe the major physical features of the world;	#1, #6, #8, #13, #16				
G. Contrast the development of resources in countries where private property rights have been honored and where they have not;				#16- #17	
H. Contrast differences in the productivity and living standards of countries with similar resource bases but with market economics versus restricted economies; and				#16- #17	
I. Trace changes in technological developments relative to natural resources.					#11
5. Developments of the twentieth century. The student shall be provided opportunities to:					
A. Explain the causes and results of World Wars I and II;				#10- #12 #1 - #3	
B. Describe the impact of the Great Depression on world events;				#4	
C. Analyze the development of dictatorships around the world and the hardships of life under both fascist and communist dictatorships;				#5- #9	
D. Explain the impact of conflicting ideologies on present day world affairs;					#8

WH-1

WH-2

WH-3

WH-4

WH-5

5.

E. Analyze the collapse of European colonial empires and the emergence of new nations, including the attempt to replace western colonialism with soviet influence;				014 - 015	
F. Trace the achievements in and impact of twentieth century science and technology, noting the positive impact of individual freedom and incentives of technological advancement;					09
G. Analyze the impact of worldwide economic interdependence on the world today;					011- 012
H. Describe the emergence of space exploration and its impact on world affairs;					010
I. Analyze the impact of changing patterns of production and consumption of energy resources;					011
J. Examine the uses, abuses, and preservation of natural resources around the world;					011
K. Trace the adverse effects that communism, socialism, and fascism have had on individual freedom and liberty;				05- 09	
L. Explain the positive aspects and effects of American capitalism upon the world; and					06- 07
M. Explain the soviet stated goal of world communism and the growth of soviet influence and ideology around the globe.					08

WORLD HISTORY
INSTRUCTION SHEET

WH-1 EARLY CIVILIZATIONS

OBJECTIVE: To describe and analyze the historical development of early civilizations

RESOURCE: World History: Patterns of Civilization, F. Beers, Prentice-Hall, 1984 (recommended).

1. Define the following terms (Chapter 1):
 - a) Archeology
 - b) Geology
 - c) Anthropology
2. What role does each of the sciences listed above play in the study of history?
3. How are fossils, artifacts and cave paintings used to learn details about early civilizations? Describe how each of these items are used in developing our knowledge of early civilizations.
4. Where did the earliest cities develop? What conditions existed to favor this development?
5. Describe the religion, government and economy of these early cities. How did social structure affect these elements?
6. Explain how the Nile River influenced the development of Egyptian Civilization. (Chapter 2)
7. Name and describe the three major periods in Egyptian history.
8. How did geography contribute to the system of government in lower Mesopotamia? (Chapter 3)
9. What contributions to civilization did Sumerians make?
10. What was the Code of Hammurabi and what was the purpose of the Code? Why was the Code of Hammurabi important?
11. Define:
 - a) Assyrian Empire
 - b) Persian Empire
 - c) Zoroastrianism

WH-1
INSTRUCTION SHEET

12. Match terms in Column 1 with definitions in Column 2.

Column 1

- a) Hebrews
- b) Phoenicians
- c) Babylon
- d) Cuneiform
- e) Ziggurat

Column 2

- a) a center of commerce and learning
- b) Pyramid-shaped temple
- c) spread culture and learning
- d) a form of writing developed by the Sumerians
- e) nomads who settled the Tigris Valley
- f) were bound by obedience to God's laws
- g) believed an individual's conduct determined his/her salvation.

- 13. Describe the geography of the Indian Subcontinent. Where did the first Indian civilization develop? What is known about the Indus Valley civilization. (Chapter 4)
- 14. Who were the Aryans? Describe them.
- 15. Compare Chinese civilizations under the Shang and Chou dynasties.
- 16. How did the geography of Greece contribute to make it a great sea power? (Chapter 5)
- 17. Many American ideas about government have their roots in Greek history. Define:
 - a) monarchy
 - b) aristocracy
 - c) tyranny
 - d) democracy
- 18. Compare life in the Greek city-states of Athens and Sparta.
- 19.
 - a) What were the Persian wars and what were the effects of their outcome.
 - b) What were the Peloponnesian Wars and what were the effects of their outcome.

WH-1
INSTRUCTION SHEET

20. Describe two (2) contributions of Greek civilization to modern society. (Chapter 6)
21. Who were the early Romans? Describe their land, government and belief system (education, religion, class structure, etc.) (Chapter 7)
22. Discuss the roles of the following men in ruling Rome.
 - a) Tiberius Gracchus
 - b) Gnaeus Pompey
 - c) Marcus Lucius Crassus
 - d) Julius Ceasar
 - e) Mark Anthony
 - f) Octavian
23. List two (2) Roman contributions to art, science and technology, and law. (Chapter 8)
24. Discuss the causes for the "Fall of Rome".

WORLD HISTORY
INSTRUCTION SHEET

WH-2 WESTERN CIVILIZATION

OBJECTIVE: To demonstrate a knowledge of the historical development of Western Civilization

RESOURCES: World History: Patterns of Civilization, B. Beers, Prentice-Hall, Inc. 1984
A state approved textbook on World History

1. Hebrews ruled a small state in northern Palestine at about 2000 B.C. Discuss how their religious beliefs influenced their view of the world. (Chapter 3)
2. Why was Christianity able to spread throughout the Roman Empire? (Chapter 8)
3. The "Fall of Rome" in 476 A.D. brought an end to the political unity of the Western Roman empire. During the early middle ages German tribes established small kingdoms in Italy, Spain, Britain and North Africa. Discuss the Roman influence on the governments of the German tribes. (Chapter 10)
4. Describe feudal society and its relationship to the Church.
5. The Byzantine Empire developed in Eastern Europe during the middle ages. Describe Byzantine society and note its Roman influences. (Chapter 13)
6. What are the teachings of Islam? Describe the expansion of Islam.
7. How did Muslims of Islam blend Greek, Roman, and Byzantine ideas to develop their own civilization.
8. Trace the development of the Renaissance. (Chapter 16)
During the Renaissance, artists turned to Greek and Roman art for inspiration. List three (3) means by which the Renaissance was influenced by the earlier Greeks and Romans.
9. What was the Renaissance view of the Church?
10. Who was Martin Luther? What was his role in the Protestant Reformation? Be specific.
11. Describe the Catholic Reformation. What were the effects on Europe of both the Protestant and Catholic Reformations?

WH-2
INSTRUCTION SHEET

12. How did the need for new trade routes as well as advances in technology lead to voyages of exploration from western Europe? What products from the far east were wanted? How were the Europeans regarded by the Chinese and Japanese? (Chapter 17)
13. Hernando Cortez and Francisco Pizarro were two Spanish explorers. What attracted them to the New World? What was the Spanish attitude toward the native Americans?
14. Describe the colonization activities in North America of
 - a) the Dutch
 - b) the French
 - c) the English
15. Define the following terms:
 - a) entrepreneur
 - b) capital
 - c) joint-stock company
 - d) mercantilism
 - e) domestic system
16. What was the effect on Europe of expanded overseas trade?
17. Describe conditions in Europe under Napoleon's rule. List three (3) ideas Napoleon helped spread throughout Europe. (Chapter 21)
18. A growing spirit of nationalism led to Napoleon's downfall. Define nationalism.
19. "Imperialism is the domination by a country of the political, economic or cultural life of another country or region". (p. 489) List four (4) reasons why European nations pursued Imperialism during the late 1800's. What nations were affected most by Imperialism, ie, which nations were colonized? (Chapter 27)
20. Compare direct rule with indirect rule. What was the impact of Colonial rule, both positive and negative?
21. Africans educated in Europe were influenced by John Locke who espoused a philosophy for a form of government with separation of power. In North America, colonists came under the same influence. Explain the result of democratic beliefs on the type of government which was formed by the 13 colonies when they formed the United States. (Chapter 20) Where did ideas about democracy originate?

WORLD HISTORY
INSTRUCTION SHEET

WH-3 HISTORICAL DEVELOPMENT OF RUSSIA, INDIA, JAPAN, CHINA AND
THE AMERICAS

OBJECTIVE: To demonstrate a knowledge of the historical development of Russia, India, Japan, China and the Americas

RESOURCES: World History: Patterns of Civilization, B. Beers,
Prentice-Hall, Inc., 1984
A state approved textbook on World History

1. The Byzantine Empire lasted from 395 to 1493. Discuss the cause of the split between the Byzantine Empire and Western Europe. (Chapter 13)
2. List three examples of the Byzantine influence on Russia.
3. Describe how the geography of the Americas contributed to the development of a variety of cultures. (Chapter 14)
Describe the peoples of North America:
 - a) the far north
 - b) pacific coast
 - c) the southwest
 - d) great plains
 - e) eastern woodlands
4. Early civilizations in the Americas had features in common but developed differently.
 - a) What advances did the Olmec make?
 - b) What were Mayan cities like? How did religion influence Mayan civilization?
 - c) Describe Aztec civilization and religion
 - d) Describe the government and religion of the Inca Empire. What advances did the Incas make?
5. By 1206, Muslim had established a capital at Delhi. Eventually, their empire included most of India, a Hindu nation. Contrast the Muslim and Hindu religions. (Chapter 15)

WH-3
INSTRUCTION SHEET

6. In 1526, Mongols invaded India and established the Mogul Empire. What was the Mogul's attitude toward religion and trade with Western Europeans?
7. After the collapse of the Han Empire in China, the T'ang (618-907) and Sung (960-1279) dynasties helped to restore unity in China.
 - a) What was the role of scholars in government in Chinese society?
 - b) List three inventions developed by the Chinese.
 - c) Describe the role of women.
8. Mongol armies led by Genghis Khan invaded China. How did the Mongols try to limit Chinese influence on themselves? What was the result of Mongol rule?
9. Describe the geographic setting of Japan. How did it affect Japanese life? Discuss how the Japanese "borrowed selectively" from China.
10. What was the East India Company? What was its purpose? Name one (1) economic and social change brought about by English influence on India. Why did educated Indians found the Indian National Congress? (Chapter 28)
11. Why did Britain and France scramble to colonize southeast Asia?
12. Discuss the conflict between China and the West. What did Chinese revolutionaries hope to accomplish?
13. Describe social and economic changes which occurred in Japan during the Meiji period. What were the benefits to Japan of expansion into the Pacific?
14. Revolutionary spirit touched Latin America as well as the thirteen colonies. Identify these men and their roles in their respective countries.
 - a) Toussaint L'Ouverture
 - b) Simon Bolivar
 - c) Jose de San Martin

WORLD HISTORY
INSTRUCTION SHEET

WH-4 DEVELOPMENT OF THE TWENTIETH CENTURY

OBJECTIVE: To demonstrate a knowledge of developments during the twentieth century.

RESOURCES: World History: Patterns of Civilization B. Beers,
Prentice-Hall, Inc., 1984
A state approved textbook on world history.

1. "World War I" contributed to growing nationalism among the peoples of the Middle East, Asia, Africa and Latin America". (p.580) What were the sources of nationalistic unrest in (Chapter 30):
 - a) the Middle East
 - b) India
 - c) China
 - d) Africa
 - e) Latin America
2. How did "nationalism" and colonial rivalries contribute to the unrest in Europe at the turn of the century?
3. Archduke Francis Ferdinand, heir to the Austrian-Hungary throne was assassinated on June 28, 1914. Examine the events leading up to this death. Was this assassination the cause of World War I? Consider the question carefully. Be specific in your response.
4. Discuss the effect of the American Depression on (Chapter 31).
 - a) Britain
 - b) France
 - c) Eastern Europe
 - d) Japan
5. Define communism (Chapter 24). What are its weaknesses?
6. Describe the National Economic Policy put forth by Lenin and its impact on Russian Economy. (Chapter 32)
7. Joseph Stalin took power after Lenin's death and led Russia toward industrialization. To achieve this end, he established a new form of government, totalitarianism. Describe life under a totalitarian government.

WH-4
INSTRUCTION SHEET

8. Define Fascism and describe life under a fascist government. What country developed Fascism.
9. Define Nazism. Where did it develop? Explain these terms:
 - a) Führer
 - b) the Third Reich
10. What does "appeasement" mean? (Chapter 33) Why did England and France follow a policy of appeasement. Why did the United States follow a policy of isolationism?
11. Discuss Germany's actions during England's appeasement policy and the United States isolationism.
12. What events led to the outbreak of World War II?
13. What were the political effects of World War II in Europe? (Chapter 34)
14. How did World War II impact on nations which had been colonized previously? (Chapter 35,36)
15. Discuss the effect of a democratic government on the economy of Japan. (Chapter 37)
16. Discuss political activity in China during World War II.
17. After World War II, Mao Tse-Tung proclaimed the People's Republic of China. Describe life in China under communist rule and its effects on land reform and industrial development.

WORLD HISTORY
INSTRUCTION SHEET

WH-5 ECONOMIC DEVELOPMENTS

OBJECTIVE: To demonstrate a knowledge of economic developments in the world.

RESOURCES: World History: Patterns of Civilization, B. Beers, Prentice-Hall, Inc. 1984
A state approved textbook on world history.

1. List four (4) changes which occurred during the Agricultural Revolution. (Chapter 23)
2. Describe other advances which were made in:
 - a) Textile industry
 - b) Iron and Coal industries
 - c) Transportation and Communication
3. Why did England have an early lead during the Industrial Revolution?
4. As advances in science and technology led to new inventions and production methods, new means of financing industrial growth were employed. Define:
 - a) corporation
 - b) monopoly
 - c) vertical integration
5. Discuss the social and economic effects of the Industrial Revolution. How were women affected?
6. Compare the forms of government under:
 - a) communism
 - b) capitalism
7. Give two (2) examples of nations which presently practice these forms of government. Describe the economy of each nation.
8. Russia has continued to spread its philosophy. What are its stated goals in terms of its influence in world affairs. (Chapter 39) Compare those goals with those of the United States.

WH-5
INSTRUCTION SHEET

9. Describe technological and scientific advances which have been made in terms of the following areas (Chapter 40). What impact have each of these fields had on world affairs?
 - a) Space exploration
 - b) Computer science
 - c) Medicine
10. A growing population and diminishing natural resources have prompted further developments in science and technology. List two (2) advances which have been made for:
 - a) food production
 - b) efficient use of the earth's natural resources
 - c) new sources of energy
11. Can either the United States or Russia afford to pursue a policy of isolationism now or in the future? Why or why not?
12. How are the economies of the nations of the world inter-related?
13. On the map provided, locate:
 - a) United States
 - b) Canada
 - c) Russia
 - d) England
 - e) France
 - f) Germany
 - g) China
14. Use different colors to indicate those nations which continue to be influenced or ruled by the nations named above.

WORLD GEOGRAPHY STUDIES (1 UNIT)

	WG-1	WG-2	WG-3
1. Nature of geography. The student shall be provided opportunities to:			
A. Compare physical and cultural geography;	02		
B. Explain geographical terminology; and	02-08		
C. Describe geographical tools and methodologies.			07
2. Physical setting of the earth. The student shall be provided opportunities to:			
A. Locate and describe major landforms and features of the earth;	02		
B. Describe the physical forces that alter the features of the earth's crust;	03		
C. Describe the physical setting of selected regions;	02		
D. Locate the major natural resources of the world and give their uses; and	04, 07, 08		

	WG-1	WG-2	WG-3
2. E. Locate the major nations and regions of the world.	#1		
3. Interaction of physical environments. The student shall be provided opportunities to:			
A. Understand criteria for determining regions;	#3		
B. Analyze the impact of environment on ways of life in a region;	#3, #7		
C. Describe major economic activities in a region;	#3		
D. Determine the economic, social, and cultural interchange among regions and countries;		#3	
E. Explain the causes of population patterns, densities, and movements;	#6		
F. Analyze forces that are causing changes in the landscapes of regions and countries;	#3		
G. Explain the economic importance of water and other natural resources to regions and countries;	#4		#6
H. Determine kinds and sources of energy for regions and countries;	#8		

	WG-1	WG-2	WG-3
3. I. Describe the agricultural base of regions; and	87		
J. Examine uses, abuses, and preservation of natural resources and the physical environment.			88
4. Urban analysis. The student shall be provided opportunities to:			
A. Analyze the site and situation of cities;			89
B. Describe functions of cities;			90
C. Understand patterns of urban growth;			93-94
D. Analyze movements of people, goods, and services in an urban environment; and			95
E. Analyze environmental issues associated with urban growth.			97

WORLD GEOGRAPHY
INSTRUCTION SHEET

WG-1 PHYSICAL AND CULTURAL GEOGRAPHY

OBJECTIVE: To demonstrate a knowledge of the interaction between physical and cultural geography.

RESOURCES: State approved textbook on World Geography
Encyclopedia

1. Contact a travel agent to obtain travel brochures that cover most of the major continents and countries. Using an atlas, chart an around-the-world trip using the travel brochures. Try to visit at least one country on each continent. What criteria did you use to select each country you will visit?
2. Describe the type of geography (famous mountains, rivers, lakes, plateaus) and cultural geography that you would be likely to encounter in each country. Compare the physical and cultural geography of at least two countries which you will visit.
3. Choose one country and describe the physical forces that are altering the earth's crust in that region. Describe the daily lives of people living in that country in both urban and rural areas.
4. List the major natural resources for each country you will visit and the primary use(s) of these resources. Why are these resources economically important to these countries? What role does water play in the economical development of the countries?
5. Identify the greatest sources of income for each country you will visit.
6. List the population of the countries you are going to visit and explain briefly the patterns of expected changes in these populations. Describe any population movements, if applicable.
7. Describe the goods and other agricultural products that you would be expected to encounter in each country you visit. How has the geography of each nation affected its agriculture and production of other goods?
8. List and describe the sources of energy that the countries you will visit use. (Petroleum, coal, animal, nuclear, etc.)

WORLD GEOGRAPHY
INSTRUCTION SHEET

WG-2 INTERCHANGE AMONG REGIONS AND NATIONS

OBJECTIVE: To demonstrate a knowledge of how the need for natural resources affects the interchange between regions and/or nations.

RESOURCES: State approved textbook on World Geography
Encyclopedia

1. Look up the element chromium (chrome) in an encyclopedia and find the countries in which it is mined. Describe the physical terrain of these countries. What features do they have in common? (Teacher's note: It is available only in Russia, South Africa, Zimbabwe, and New Georgia.)
2. Explain the importance of chromium in technological countries.
3. Describe how this and many other rare elements play a role in the economic, social, and cultural interchanges among regions and countries. (Teacher's note: At one time, the U.S. military had to buy chromium from the U.S.S.R. because of trade sanctions against South Africa.)

WORLD GEOGRAPHY
INSTRUCTION SHEET

WG-3 URBAN ENVIRONMENTS

OBJECTIVE: To demonstrate a knowledge of the factors which affect urban environments.

RESOURCES: State approved textbook on World Geography
Local "Planning Commission"

1. Using the city that you live in or a major city nearby, state reasons for the city being located there.
2. Using the city you have selected, describe the function of the city. (Trading center, County Seat, manufacturing, etc.)
3. Contact local officials (government and real estate) and describe planned growth for the area and predictions for growth and decline in the local area.
4. Explain the reasons for growth or decline in these areas in the city you have selected.
5. Describe the methods of transportation in the city and discuss the role of services and goods in their relationships to transportation.
6. Discuss the impact of urban growth on the local environment (water, soil, and air).
7. Suppose you need to add a fence along your property line. What methods and tools would the city or a private company use to tell you where to put your fence? (Transits, Geos)

FUNDAMENTALS OF MATHEMATICS (1 UNIT)

	CE-11	CE-12	CE-13	CE-14
1. Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to:				
A. Find appropriate units of measure;				
B. Solve problems involving measures; and	#2			
C. Apply ratio and proportion.	#2			
	#3			
2. Properties and relationships of shapes and their applications. The student shall be provided opportunities to:				
A. Find and use perimeter, area, circumference, surface area, and volume; and				
B. Apply geometric properties.	#4			
	#4			
3. Concepts and skills associated with the understanding of numbers (whole, integer, and rational) and the place-value system. The student shall be provided opportunities to:				
A. Use the operations of addition, subtraction, multiplication, and integers in practical situations;	#1			

	CE-11	CE-12	CE-13	CE-14
3. B. Use fractions and their relative values;		#1		
C. Use the operations of addition, subtraction, multiplication, and division with fractions in problem situations;		#1		
D. Compare decimal fractions; and		#2		
E. Use the operations of addition, subtraction, multiplication, and division with decimals in problem situations.		#2-#3		
4. Concepts and skills involving income, cost comparisons, and taxes. The student shall be provided opportunities to:				
A. Compute wages;				
B. Interpret deductions on paycheck stubs;			#1-#4	
C. Apply percents;			#5-#6	
D. Make budgets; and		#3		
E. Open and maintain checking and savings accounts.			#7-#9	
			#10-#11	

	CE-11	CE-12	CE-13	CE-14
5. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to:				
A. Estimate solutions;		#4		
B. Write and solve equations;		#4		
C. Measure;				
D. Apply geometric concepts;	#5-#6			
E. Determine proportion and percent;	#3			
F. Use graphs;		#3		
G. Use probability and statistics; and		#5		
H. Work with personal finance.				#1
6. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to:			#8-#9	
A. Use counting methods and factorials;				#5

	CE-11	CE-12	CE-13	CE-14
6. B. Construct charts, graphs, and frequency tables;				
C. Find measures of central tendency (mode, median, and mean);				#2-#4
D. Understand simple and compound events;				#1
E. Make predictions; and				#5
F. Apply skills.				#5
				#1-#5

CONSUMER ECONOMICS
(FUNDAMENTALS OF MATHEMATICS)
INSTRUCTION SHEET

CE-11 UNITS OF MEASUREMENT

OBJECTIVE: To demonstrate an ability to solve problems involving different units of measurements

RESOURCE: Working With Numbers, J.T. Shea, Steck-Vaughn Co., 1974

1. Complete the problems on page 25 in Working With Numbers.
Example:
361 41,321
2. Study the section "Using Common Measures" in Working With Numbers (p. 107). Complete the problems on pages 107, 108, 109, 111, 112, 113, and 114.

Examples: 2yd. 2ft. 5yd. 1ft. 2yd. 2ft.
 +5yd. 1ft. -2yd. 2ft. x 6

3. Read the section "The Meaning of Ratio" in Working With Numbers (p. 147). Complete the problems on pages 147, 150, 151, and 157.

Example: $6: 8 = 3: x$

4. Read and complete the problems on the following page in Working With Numbers : 118, 120, 122, 126, 127, 128, 129, 131 and 134.

Example: What is the area of a triangle whose altitude is 21 ft. and whose base is 16 ft.?

5. Using a metric ruler, measure the dimensions of the following:

- a) your instructor's desk
- b) one of your classroom textbooks
- c) a pen or pencil

6. Fill a container with two cups of water.

- a) Pour $\frac{3}{4}$ cup of this water into another container
b) Pour $\frac{1}{3}$ cup " " " "
c) Pour $\frac{2}{3}$ cup " " " "

Convert these fluid measures into liters and milliliters.

**CONSUMER ECONOMICS
(FUNDAMENTALS OF MATHEMATICS)**

INSTRUCTION SHEET

CE-12 NUMBER SYSTEMS

OBJECTIVE: To demonstrate an ability to work mathematical computations.

RESOURCES: Basic Skills with Math, J. Howett, Cambridge Book Co., 1980.
 The Mathematics Test, J. Howett, Cambridge Book Co., 1981.
 Working with Numbers, J.T. Shea, Steck-Vaughn Co., 1974.

1. There are three types of Fractions:

- a) Proper
- b) Improper
- c) Mixed

The exercises which have been assigned will involve addition, subtraction, multiplication and division with fractions.

Complete the problems in Basis Skills with Math on pages:

- 62-63: Reducing
- 64: Raising Fractions to Higher Terms
- 65: Changing Improper Fractions to Whole or Mixed Numbers
- 66: Changing Mixed Numbers to Improper Fractions
- 73: Addition of Fractions with Different Denominators
- 79: Subtraction of Fractions with Unlike Denominators
- 80-81: Borrowing
- 86-87: Canceling
- 93: Division by Fraction
- 97: Division by Mixed Numbers

2. Study the section "Reading and Writing Decimals" in Basic Skills with Math (p. 110). Complete the problems on the following pages:

- 112: Changing Decimals to Fractions
- 113: Changing Fraction to Decimals
- 115: Addition of Decimals
- 117: Subtraction of Decimals
- 119-120: Multiplication of Decimals
- 123-124: Division of Decimals by Decimals

3. Study "The Meaning of a Percent" in Working with Numbers (p. 80). Complete the problems on the following pages:

- 80:
- 81: Interchanging Percent and Decimals
- 82: Changing Fractions to Percent
- 83: Changing Any Fraction to Percent
- 84: Fractions, Decimals, Percents
- 85: Shortcuts in Using Percents
- 86: Using Percents
- 103: Mixed Exercises Using Percents

4. Study "Equations" in Working with Numbers (p. 142).
Complete the problems on the following pages:

- 142:
- 143: Solving Equations
- 144: Collecting Terms in Equations
- 145: Using Simple Equations
- 146: Problems with Equations
- 160: Progress Test, Part II

5. Study "Tables and Graphs" in The Mathematics Test (p. 162).
Complete the exercises on the following pages:

- 163:
- 166-167: Pictographs
- 170-171: Circle Graphs
- 174-175: Bar Graphs
- 176-177: Divided Bar Graphs
- 178-179: Line Graphs

**CONSUMER ECONOMICS
(FUNDAMENTALS OF MATH)**

INSTRUCTION SHEET

CE-13 MATH FOR THE CONSUMER

OBJECTIVE: To demonstrate an ability to apply math skills to problems involving income, cost comparisons and taxes.

RESOURCES: Consumer Math and You, R.R. Rosenberg and J. Risser, Mc-Graw-Hill Book Co., 1979.
Economics for Everybody, Antell/Harris
Solving Life Problems in Consumer Economics, Sintetos
Family Money Management, Family Development Series/Udvari
Lifeworks-Counting Money/Making Change and Making a Budget, Sellers

1. Compute the weekly earnings for each of the following:

	hourly rate	hours worked	weekly earnings
a) J. Smith	\$3.25	20	_____
b) A. Beall	4.50	30	_____
c) C. Jackson	7.90	40	_____
d) M. Bronson	8.50	37	_____
e) D. Martinez	7.18	40	_____

2. Recompute the weekly earnings for the above at time and a half when each worked more than forty hours:

- a) 50
 b) 42
 c) 45
 d) 48
 e) 42

3. If these same employees are paid according to the number of pieces (piece-rate) completed in one day, what will their weekly earnings be on a 5 day work week?

	completed pieces/day	pay/piece	weekly earnings
a)	13	\$9.00	_____
b)	20	7.50	_____
c)	30	6.00	_____
d)	51	2.25	_____
e)	25	6.80	_____

4. Some individuals work on a straight commission basis, that is, their pay is based on a percentage of their sales. On May 1, these individuals had the following sales totals. Compute the earnings for one day based on the respective commission rates.

		commission rate	commission earned
a)	\$2,575.	4.0%	_____
b)	3,151.	3.5%	_____
c)	2,501.	4.0%	_____
d)	1,675.	8.0%	_____
e)	3,565.	3.0%	_____

5.

Name		Social Security Number			Date	
Joe Smith		529-60-7089			4/30/	
Earnings	Fed. Inc. Tax.	FICA	Retirement	Ins.	Net	
2,371.00	448.99	30.22	142.26	95.46		
	Taxable Gross	FICA St.Pt.	Ret. State Payment	Ins. St.Pt.		
	2,518.32	147.32	168.34	85.00		

- a) What are the gross earnings?
 b) What are the total deductions?
 c) What is the total net income?

6.

4/30/	42	7.95	318.00	23.85	341.85	64.00	17.25	10.	2.55
Pay Per. Ending	Hrs. Wkd.	Rate	Regular	Overtime	Total	Fed. W/hldg	FICA	Sav.	Ins
Earnings						Deductions			

- a) What are the gross earnings?
 b) What are the total deductions?
 c) What is the total net income?

7. Interview two (2) different adults from two (2) different families and write their answers to the following questions.

- a) What does budgeting mean to you? Why is budgeting important?

- b) How do you budget? How often does it change?
- c) How do you prepare for emergencies?
- d) What do you tell your children about budgeting?
- e) Why do you think young newlyweds should develop a budget?

8. Answer in writing the following questions about your own methods of money management.

- a) Who controls the budget in your family? How are you a part of this control?
- b) In detail, how does this person manage the budget?
- c) How are emergencies handled and planned for?
- d) Are there allowances, bank accounts, or other types of money management involved? What and how?
- e) What changes would you make in the budgeting to make it better?
- f) Why must you consider the future so important that you must budget?

9. Design and develop a monthly budget with a base income of no less than \$1000.00, and assume this budget supports a small family. You may use the above references for ideas, but do not copy any plan directly. Your design must meet your own personal requirements. Include fixed and flexible expenses, emergency funds, and any other considerations that are part of your cash flow.

Write a one page theme explaining this budget.

10. Write answers to the following questions on banking using the CE-13 folder and other resources in the classroom or from the community.

- a) Explain how the American Banking System is organized.
- b) How are local banks organized?
- c) Why should you have a savings account? What are different kinds of savings accounts? Give an example of how your savings grow. Be sure to explain the importance of "interest rates".
- d) Explain the procedure for opening a checking account. How does a check travel from the writing of the check to the cancelation of the check?

- e) When borrowing money, what are your rights and how are they protected? Why is it important to "shop" for money?
 - f) Briefly explain six other services offered by banks.
11. Go out into the community and do the following tasks. (A student may call or write for these materials.)
- a) Pick up pamphlets or other advertising materials from one (1) bank that describe its services and describe the services in your own writing. Attach the materials to your work.
 - b) Pick up pamphlets from one (1) Savings and Loan or one (1) Credit Union and explain in writing their services. Attach the materials to your work.
 - c) Now that you have read about banks, savings and loans, and/or credit unions, what are their differences? Write two (2) advantages and two (2) disadvantages for each.

CONSUMER ECONOMICS
(FUNDAMENTALS OF MATH)
INTRODUCTION SHEET

CE-14 PROBABILITY AND STATISTICS FOR THE CONSUMER

OBJECTIVE: To demonstrate an ability to apply probability and statistics in collecting and interpreting data

RESOURCE: Consumer Math and You, R.R. Rosenberg and J. Risser, Mc-Graw-Hill Book. Co., 1979.

1. The mean, or arithmetic average, is computed by dividing the sum of all observations by the total number of observations. The median is the point among a distribution (set of observations) where half of the observations fall above it and half of the observations fall below it. A formula for determining the median is $\frac{n+1}{2}$ where n =number of observations.

(Arrange the observations in order from largest to smallest before finding median) The mode is the observation in a distribution which occurs most frequently. Compute the mean, median and mode for the following distributions.

a) 75	b) 7	c) 900
82	6	1025
90	10	855
60	6	900
73	5	735
75		

2. Construct a frequency table using the above information and following these steps:

- a) Arrange each column with the scores from high to low
b) Count the number of times each score appears in the column
c) Make a new column without repeating any scores. Example: 20, 37, 15, 33, 20, 18, 20, 18

OBSERVATIONS	COUNT	X	F
37	1	37	1
33	1	33	1
20		20	3
20	3	18	2
20		15	1
18			
18	2		
15	1		

- d) Make a frequency column which shows the number of times each score appears.

CE-14
INSTRUCTION SHEET

3. Cynthia and Ana have been shopping for shoes. Cynthia would like a pair of red pumps. At four different stores, she saw shoes which would suit her taste and meet her needs. The shoes varied in price from store to store: Store A=\$55., Store B=\$62., Store C=\$49, and Store D=\$60. Draw a bar graph to show these prices.

Ana liked summer sandals at each store. The prices are as follows: Store A=\$23., Store B=\$28., Store C=\$36, and Store D=\$32. Draw a bar graph.

4. As people work longer hours, they become tired and productivity decreases. During one work day, J. Nelson has produced 55 production pieces. His rate of production is as follows:

8am-9am=9
9am-10am=8
10am-11am=8
11am-12am=8
1pm-2pm=7
2pm-3pm=6
3pm-4pm=5
4pm-5pm=4

Draw a line graph to show this information.

5. Complete the exercise on probability in the CE-14 folder.

CONSUMER MATHEMATICS (1 UNIT)

	CE-15	CE-16	CE-17	
1. Use of concepts and skills in graphing and in statistics to gather information and make decisions. The student shall be provided opportunities to:				
A. Interpret charts, tables, graphs, and maps;	#1-#3			
B. Construct appropriate graphs from consumer or career-related information;	#2-#3			
C. Determine wages and deductions from given information;		#14-#15		
D. Use mean, median, and mode;	#4			
E. Find validity of claims involving statistical data.	#5			
2. Application of operations and properties of ratio, proportion, and percent to determine costs and to make decisions from cost comparisons. The student shall be provided opportunities to:				
A. Find costs of:	#6-11			
1. Housing (owning and renting);				
2. Food;				
3. Transportation;				

	CE-15	CE-16	CE-17						
2. A.									
4. Clothing; and									
5. Insurance;									
B. Make decisions by comparing different types of the costs in subparagraph (A) of this paragraph; and	#6-#11								
C. Find discounts, sales, rebates coupons, etc.	#12-#13								
3. Use of probability concepts and skills to investigate possibilities of arrangements or occurrences and to make predictions from these probabilities. The student shall be provided opportunities to:									
A. Use the Fundamental counting principle;			#1-#3						
B. Use permutations;			#5-#6						
C. Construct tree diagrams; and			#3						
D. Use sample spaces to determine probabilities and odds in favor of an event.			#4						
4. Investigation of financing procedures and cost, and comparison of different types of financing. The student shall be provided opportunities to:									

	CE-15	CE-16	CE-17
4. A. Investigate the use of credit cards and charge accounts and		#1-#5	
B. Study options of loans for things such as car, home, etc.		#1-#4	
5. Concepts and skills involved in banking and investment procedures. The student shall be provided opportunities to:			
A. Use banking forms (deposit slips, checks, checkbook records, and bank statements); and		#6-#7	
B. Compare advantages and disadvantages of investments.		#8	
6. Concepts and skills involved in following local, state, and federal tax laws. The student shall be provided opportunities to:			
A. Investigate local, state, and federal tax requirements;			#13
B. Find various taxes on specified amounts; and		#10-#11	
C. Use tax reporting forms.		#12	
7. Concepts and skills involved in developing a budget. The student shall be provided opportunities to:			
A. Use the knowledge of cost comparisons to make plans for managing specific amounts of money; and			#15
B. Develop a personal budget.			#16

**CONSUMER ECONOMICS
(CONSUMER MATH)**

INSTRUCTION SHEET

CE-15 INTERPRETATION OF STATISTICAL INFORMATION

OBJECTIVE: To demonstrate an ability to interpret statistical information as it relates to the consumer.

RESOURCES: Consumer Math and You, R.R. Rosenberg and J. Risser, McGraw-Hill Book Co., 1979.
A state approved textbook on Consumer Math.

1. Using a map of your community (or a neighboring city), give the coordinates for the following locations:

- a) Hospital
- b) Main library
- c) Bank
- d) Police Station
- e) High School

Write directions for driving from the library to the hospital and from the bank to the police station.

2. Five recent college graduates have signed contracts for employment. Their salaries and career fields are as follows:

Juan	electrical engineer	\$26,500.
Debbie	secondary education	\$15,000.
Alicia	computer technician	\$20,000.
Dennis	computer systems analyst	\$25,200.
Mark	mental health caseworker	\$14,475.

Construct a bar graph using this information. Consult the Occupational Outlook Handbook and determine, as nearly as possible, the expected earnings for each career choice. Include this new information in the bar graph. In terms of earnings (present and expected), did each individual agree to an acceptable salary?

3. Some individuals work on a straight commission basis. Their pay is based on a percentage of their sales for a certain pay period. The information on the total sales and commission rate for five individuals appears below:

	Total Sales	Commission Rate
a) J. Smith	\$1,059.	7%
b) A. Beall	\$1,735.	4.5%
c) C. Jackson	\$ 527.	10%
d) M. Bronson	\$1,675.	8%
e) D. Martinez	\$2,288.	3%

Plot this information on a line graph. What does the chart indicate about the relationship between the commission rate and the total sales? What does the chart indicate about M. Bronson's sales performance? According to the chart, what would the expected earnings based on an 8% commission rate be?

4. From the information given above, determine the mean, median and mode for these employees' earnings. (see CE-14 Instruction Sheet.)
5. Clip a newspaper or magazine advertisement which presents statistical information: "3 out of 5 doctors recommend...." What population of professionals are cited as endorsing the product? What is the claim being made? Have you used the product? What has been your experience? Having received the statistical information, are you better informed than had you not read the advertisement?
6. Select two (2) newspaper advertisements each for houses for sale and apartments for rent. Compare the two house and two apartment advertisements separately. (Review the information in the CE-2 folder.) Consider costs of utilities, taxes, location, etc. Using the "one-fourth rule" (housing expenses should be one-fourth of the yearly gross) determine the yearly and monthly costs which you (your family) can afford. Write the monthly costs for each house and apartment, and discuss at least two (2) advantages and two (2) disadvantages of buying and renting.
7. Consult an insurance agent or agency and determine the cost of whole and term life insurance for you. (Review the CE-1 folder.) For your age, health, income, etc. which type of coverage would afford you the better value for your money? Explain.
8. Make a list of five (5) items that can be found at three different stores. Go by each store and note the prices for each of the items which are of the same size, brand, weight, etc. (If visiting three stores is not possible, select items from circulars which advertise store sales. Clip three (3) advertisements for each product.) Decide which store offers the most value. Explain your conclusion.
9. Clothing often requires special consideration. Certain fibers have a longer life than others and are more durable. Other fibers are suited to specific climates.
 - a) Compare each of the following types of fiber.
 - (1) cotton
 - (2) silk
 - (3) wool
 - (4) nylon
 - (5) polyester

- b) You have bought a shirt (blouse) of 100% fiber content, now arrange these fibers from most to least expensive: cotton, silk, polyester.
 - c) Would you expect to pay more for a 100% silk item or a 60% silk item?
 - d) What advantages does a 100% wool item have over a wool blend?
 - e) What advantages does a cotton blend item have over a 100% cotton item?
10. Plan an out-of-state trip of over 500 miles. State your present location and where you wish to travel.
- a) Contact two (2) airline agencies, inquire about flight schedules and rates to your destination (if your community has airline service).
 - b) Contact two bus lines and solicit the same information.
 - c) Determine the cost of your trip (gas, meals, overnight lodging, etc.) by private vehicle.
 - d) Compare the various means of transportation and then decide which means meets your needs at a cost you can afford. (Organize all of this information neatly and turn it in to your instructor upon completion of this assignment.)
11. Read the section in the CE-15 folder on unit pricing. Write a paragraph how unit pricing works. Include in your discussion one (1) example using ounces, pounds, pints and quarts.
12. Read "What Are These Kinds Of Stores?" in the CE-15 folder. List three (3) stores in your community or surrounding area for each of the following categories.
- a) Discount
 - b) Secondhand
 - c) Department
 - d) Factory outlet
 - e) Regular retail stores
 - f) Supermarkets
 - g) Privately owned grocery store
 - h) Specialty shop
13. Read the section on coupons in the CE-15 folder. Clip 10 coupons from magazines or newspapers and explain how each will or will not save you money.

**CONSUMER ECONOMICS
(CONSUMER MATH)**

INSTRUCTION SHEET

CE-16 FINANCE, INVESTMENT AND TAX PROCEDURES

OBJECTIVE: To demonstrate a knowledge of finance and investment procedures, tax laws and budget planning.

RESOURCE: Consumer Math and You, R.R. Rosenberg and J. Risser, McGraw-Hill Book Co., 1979.
A state approved textbook on consumer math

1. Define the following types of loans: (Use a reference source on consumer math or economics.)
 - a) Single-payment
 - b) Installment loan
 - c) Add-on interest
 - d) Actual annual interest rate
 - e) Discount interest
 - f) Proceeds
 - g) Banker's year
 - h) Finance charge

2. If you borrow money from an institution, you will need to know these terms:

principal (P)

interest rate (R)

time (T) (period for which the loan is made)

Using this formula: $I = P \times R \times T$ (I=Interest), compute the following problems.

- a) The interest paid on a one year loan of \$1,500 at a rate of 7%.
 - b) The principal for a one year loan whose interest was \$95 at a rate of 8%.
 - c) The rate for a one year loan whose principal was \$2,300 and whose interest was \$190.
3. The short-term interest charge is computed as follows:
 - a) compute annual interest rate
 - b) compute the daily interest charge
 - c) compute the short-term interest charge

$$I = P \times R$$

$$\frac{I}{T} = \text{Daily Interest Charge}$$

$$\text{Daily interest charge} \times \text{Term of loan} = \text{Short term Interest Charge}$$

Compute the short term interest charge:

- (1) Loan = 900, R = 8.5%, 360-day year, payable in 60 days
- (2) Loan = 1,200, R = 6.5%, 360-day year, payable in 40 days
- (3) Loan = 900, R = 8.5%, 360-day year, payable in 60 days
- (4) Loan = 1,200, R = 6.5%, 365-day year, payable in 40 days

4. A finance charge is the total credit cost of a loan (interest, fees, etc). To determine the total finance charge, add the cash down payment to the total monthly installments, then, subtract the cost of the item from this sum.

Sue paid a 25% down payment on a car of \$4,200. Her monthly installment payments are \$87.50 for 36 months. What was the cash down payment? What were the total monthly installments? What was the total cost of the loan? What was the finance charge?

5. Credit cards are convenient to use, but the user pays a 1.5% finance charge on a balance not paid within 25 days and businesses pay the credit card company another fee. Compute the amount which a business receives after paying the fee to a credit card company.

Amount of Purchase	Rate Charged by by Credit Card Co.	Credit Fee	Amount Business Receives
a) 48.95	5.5%	_____	_____
b) 21.85	6%	_____	_____
c) 60.28	4.5%	_____	_____

6. Jesse Forbes received a bank statement for the month of January. The beginning balance was \$215.65. Jessie wrote checks as follows and deposited \$750.18. What is her current balance?

#156	\$360.75
159	15.00
160	4.75
157	20.15
158	55.00
161	122.22

7. Explain how you would maintain a checking account. How would you reconcile your monthly balance with the bank statement? List the steps.
8. Consult a reference source on consumer math or economics and define the following terms:

- a) Stockbroker
- b) Round lot
- c) Odd lot
- d) Trade
- e) Preferred stock
- f) Common stock
- g) Par (face) value
- h) Market value
- i) Proceeds
- j) Rate of return (yield)

9. The rate of return can be computed as follows:

$$\text{Yield} = \frac{\text{Annual dividend} \times \text{Number of shares}}{\text{Total Cost}}$$

Do the following computations:

- a) Annual dividend = \$1.75, Number of shares = 75
Total cost = 1,640.
Yield = ?
 - b) Annual dividend = \$1.95, Number of shares = 25
Total cost = 1,080.
Yield = ?
 - c) Which investment would yield more than a savings account with 5 1/2% interest?
10. Using the table provided, determine the amount of tax owed.
- a) Single, \$8,767., one exemption
 - b) Single, 9,623., two exemptions
 - c) Single, 8,001., one exemption
11. Using the table provided, determine the amount of taxes owed.
- a) Married, \$18,090., one exemption
 - b) Married, 21,157., three exemptions
 - c) Married, 22,350., seven exemptions
12. Use a 1040 EZ form and complete the form using the information below.
- Gross income = \$9,352.
Single, two exemptions
Interest income = 78.50
Federal income tax withheld = 901.
13. Review the information in the G&L-3 folder. What is the purpose of taxation? How are taxes used by the government? Texas does not have a personal income tax. What are its other sources of revenue?

14. Jessica works 40 hours a week, and earns \$7.25 an hour. She pays 1.25 for life insurance plan, federal withholding tax is \$44., FICA is \$17. What is her net pay? If she were to work 4 hours overtime at time and a half, what would her net pay be?
15. If Jessica worked on a straight salary of \$14,500. with the deductions remaining the same, what would Jessica's monthly earnings be?
16. Certain expenses do not change during the year. These expenses are called fixed expenses (rent, utilities, loan payments, etc.) Other expenses (doctor bills, groceries, clothing, etc) vary. List your own fixed and variable expenses. Plan a budget which shows these expenditures and an income which approximates your own (if unemployed, determine your family's budget plan.)

CONSUMER ECONOMICS
(CONSUMER MATH)

INSTRUCTION SHEET

CE-17 PROBABILITY

OBJECTIVE: To demonstrate a knowledge of probability concepts.

RESOURCE: A state approved textbook on elementary statistics.

1. Information which is mutually exclusive (male, female; yes, no; red, white or blue; dog, cat, bird or fish; etc.) is said to be categorical information. Select a situation which you would like to observe.

- a) Decide how the information you will collect will be categorized.

Example: Number of men at a grocery store wearing a tie versus the number not wearing a tie.

- b) Decide how you will observe the situation.

Example: At the store entry from 6 p.m. - 6:15 p.m. on a Tuesday.

- c) Set up your tally sheet for categorizing the information.

Example:

Supex Groceries	
Tuesday, 6 p.m. - 6:15 p.m.	
Number Males With Tie	Number Males With No Tie

- d) Carry-out your observations.

*You may categorize more than two objects (auto, boat, plane)

2. Measurement or metrical data tells how much of a property an object has.

Example: Height, length, weight

Select ten (10) individuals at random and determine the height (to the nearest inch) for each.

3. Rank-order is a third means of ordering information. Rather than indicating how great the difference among a set of objects is, rank-order arranges the elements of a set in terms of largest to smallest.

- a) Arrange the height of the ten individuals from #2 in order from tallest to shortest.
- b) List all possible heights between the tallest and shortest of the ten (10) individuals in one column. In an adjacent column, write the number of individuals who reported that height.

Example: 5'6", 5'11", 6'2", 5'10", 5'9", 5'10"

<u>height</u>	<u>frequency</u>
6'2"	1
6'1"	0
6'0"	0
5'11"	1
5'10"	2
5'9"	1
5'8"	0
5'7"	0
5'6"	1

A table such as the above is called a simple frequency distribution.

- c) Plot the information from your simple frequency distribution using both a bar and a line graph.
4. Probability concerns the possible outcome of events and may be stated algebraically as:

$$*p(A) = \frac{\text{number of outcomes favoring event A}}{\text{total number of events (those favoring A + those not favoring A)}}$$

* Formula taken from: Runyon R.P., Haber, A. Fundamentals of Behavioral Statistics. Addison-Wesley Publishing Co., 1971.

Note that probability is written as a proportion. A coin has two flip sides (heads or tails). If the coin is tossed in the air, the probability of its landing heads is:

$$p(H) = \frac{(H)}{(H+T)} = \frac{1}{2}$$

- a) Compute the probability that a die will land with three dots face up after one toss.

- b) Compute the probability of picking a yellow marble from a bag containing 2 yellow, 4 black and 4 red marbles.
- c) You have agreed to go on a blind date. As you and a friend wait, your friend remarks, "Here they come." You see five girls (boys) walk toward you: 2 blondes, a redhead and 3 brunettes. What is the probability that your date is a blonde? A redhead? A brunette?

5. Observations can be ordered categorically, numerically (measurement) or by rank-order, but at times it may be advisable to rearrange the order. A set of two objects A and B can be arranged either A, B, or B, A. Three objects A, B, C can be ordered:

ABC
ACB
BAC
BCA
CAB
CBA

The mathematical formula to determine the total number of different arrangements or sequences is:

$$P_n = N! = N (N-1) (N-2) \dots (1)$$

P is the number of permutations (sequences)

N is the number of objects

N! is N factorial

From the examples above:

$$N = 2, P_n = 2! = 2 (2-1) = 2$$

$$N = 3, P_n = 3! = 3 (3-1) (2-1) = 6$$

Compute the following:

- a) 5!
b) 7!
c) 4!
d) 10!

6. Four objects (red, green, orange, and white) are picked at random from a bag. What is the probability that they will be picked in this order?

PRE-ALGEBRA (1 UNIT)

	PA-1	PA-2	PA-3
1. Concepts and skills associated with the understanding of numbers and the place-value system. The student shall be provided opportunities to:			
A. Find whole number and decimal place values;	#1		
B. Use scientific notation;	#2		
C. Find factors and multiples;	#2-#4		
D. Understand fraction concepts involving:			
1. Least common multiple;	#3		
2. Greatest common factor; and	#4		
E. Use integers.	#2-#4		
2. Operations on numbers, their properties, and their uses. The student shall be provided opportunities to:			
A. Understand basic operations with and properties of integers, decimals, and fractions;	#1-#4		

	PA-1	PA-2	PA-#
2. B. Use the order of operations;	#6		
C. Use Exponents;	#2		
D. Find squares and square roots;	#5		
E. Solve simple equations involving integers, decimals, and fractions; and	#7-#11		
F. Apply skills.	#1-#11		
3. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to:			
A. Evaluate variables and expressions (formulas);	#7-#8		
B. Use ratio and proportion;	#9		
C. Find percent and percentage; and	#10-#11		
D. Determine needs related to personal finance.	#9-#11		

PA-1

PA-2

PA-3

4. Investigation of the properties and relationships of geometric figures using measurement concepts and skills. The student shall be provided opportunities to:

A. Understand the basic elements of geometry (point, line, etc.);

#1

B. Investigate geometric figures and their characteristics;

#1-#9

C. Use metric and customary units;

#10

D. Find distance, perimeter, circumference, area, surface area, and volume;

#2-#7

E. Use indirect measurement with similar triangles; and

#8

F. Investigate right triangle properties.

#9

5. The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to:

A. Use counting procedures (tree diagrams, and multiplication;

#11

B. Find the probability of independent and dependent events;

#11

	PA-1	PA-2	PA-3
3. C. Gather and record data;			#1
D. Determine the mean, median, and mode;			#1
E. Construct graphs from gathered data; and			#1
F. Interpret graphs and analyze data.			#1
6. Concepts and skills involved in the analysis and graphing of relations and functions. The student shall be provided opportunities to:			
A. Graph solution sets of equations and inequalities on a line;			#6
B. Use ordered pairs and coordinate graphing;			#6
C. Simplify polynomials;			#2
D. Investigate linear equations and inequalities and their graphs;			#6
E. Apply direct and inverse variation;			#5
F. Find slope and intercepts;			#7
G. Solve systems of equations; and			#2-#4
H. Apply skills.			#1-#7

PRE-ALGEBRA
INSTRUCTION SHEET

PA-1 NUMBERS AND PLACE-VALUE

OBJECTIVE: To demonstrate an understanding and an ability to conduct operations on numbers

RESOURCE: How to Prepare for the Mathematics Test Section of the New High School Equivalency Examination, F. Cerreto, McGraw-Hill Book, Co., 1984

1. Read "Place Value, Rounding" in How to Prepare. (p.61) Complete the problems on page 62.
2. Read "Powers and Roots" in How to Prepare. (p.89) Complete the problems on page 90.
3. Read "Adding Fractions with Unlike Denominators" in The Mathematics Test (p. 44). Complete the problems on page 46.
4. Read "Factoring and Quadratic Equations" in How to Prepare (p. 159). Complete problems at the top of page 160. Read the remaining two sections on factoring. Complete the problems at the bottom of page 160 and at the middle of page 162.
5. Read "Roots of Perfect Squares and Perfect Cubes" and "Approximating Square Roots" (pp. 90-91).
6. Complete the problems on pages 91 and 93. Read "Order of Operations" in How to Prepare (p. 114-115). Complete the problems on page 116.
7. Read "Evaluating Algebraic Expressions by Substitution" in How to Prepare (p. 119-120). Complete the problems on page 120.
8. Read "Evaluating Formulas" in How to Prepare (p. 120-121). Complete the problems on pages 121-122.
9. Read "Ratio and Proportion" in How to Prepare (p. 138-140). Complete problems #1-10 on pages 140-141.
10. Read "Meaning, Fractions, Decimals and Percents" in How to Prepare (p.75-77). Complete the problems on page 77. Read "Percent Problems" (pp.77-80). Complete the problems on page 80.
11. Read and complete the problems on "Discount" in How to Prepare (p.80-81). Read "Percent of Increase or Decrease" and complete the problems on pages 82-83. Read "Commission and Tax" and complete the problems on pages 83-84. Read "Simple Interest" and complete the problems on page 86.

PRE-ALGEBRA
INSTRUCTION SHEET

PA-2 GEOMETRY AND PROBABILITY CONCEPTS

OBJECTIVE: To demonstrate an ability to understand geometric properties and relationships and probability concepts

RESOURCES: The Mathematics Test, J. Howett, Cambridge Book Co., 1981

1. Read "Angles" in The Mathematics Test (pp. 274-275) and complete the problems on page 275.
2. Read "Finding Perimeters" in The Mathematics Test (pp. 283-284) and complete the problems on pages 284-285.
3. Read "Area" in The Mathematics Test (pp. 285-286) and complete the problems pages 286-287.
4. Read "Area of More Plane Figures" in The Mathematics Test (pp. 287-288). Complete the problems on pages 288-289.
5. Read "Circles" in The Mathematics Test (pp. 289-290) and "Circumference" (pp. 291-292). Complete the problems on pages 292-293.
6. Read "Area of a Circle" in The Mathematics Test (pp. 293-294). Complete the problems on page 294.
7. Read "Volume" in The Mathematics Test (pp. 295-296). Complete the problems on page 296.
8. Read "Similarity" in The Mathematics Test (pp. 296-298). Complete the problems on page 298.
9. Read Pythagorean Theorem (pp. 299-300). Complete the problems on pages 300-301.
10. Read "Measurements" in The Mathematics Test (pp. 147-155). Complete five (5) problems on pages 150-151 and 152-153. Complete problems #1-#20 on page 156.
11. a) Interview ten (10) passersby. Ask a question which can be answered on a "yes-no" basis. Record these responses.
b) On the basis of these responses, what is the probability that the eleventh response will be "yes"? That it will be "no"? (See CE-14 and CE-17).

PA-2
INSTRUCTION SHEET

12. If we toss 2 coins together, the outcome for one coin does not affect the outcome for the other. These events are independent.

For 10 cards, numbered 1 to 10, the probability of picking the 3-card is $1/10$. If the 3-card is not put back, the probability of getting one of the remaining 9 cards, say, the 2-card is $1/9$. The probability of getting the 2-card is affected by the 3-card. The second event is dependent on the first.

The probability of getting the 3, then the 2 is $1/10 \times 1/9$, that is $1/90$.

We may write $P(3, \text{ then } 2) = 1/90$, or $P(3,2) = 1/90$

Use the 10 cards in the hat to name the probability. A card is not put back after being drawn.

- a) $P(4,10)$
- b) $P(\text{even, odd})$
- c) $P(7,8,1)$
- d) $P(10,4)$
- e) $P(3,5,2)$

PRE-ALGEBRA
INSTRUCTION SHEET

PA-3 USE OF STATISTICAL AND GEOMETRIC CONCEPTS

OBJECTIVE: To demonstrate an ability to collect and interpret information and to use skills and concepts of geometry.

RESOURCES: How to Prepare for the Mathematics Test Section on the New High School Equivalency Examination, F. Cerreto, McGraw-Hill Book Co., 1984.
Algebra, J.T. Shea, Steck-Vaughn Co., 1975.
The Mathematics Test, J. Howett, Cambridge Book Co., 1981.

1. Select a situation which you may observe and collect information.

Example: Record the color of all vehicles which pass a certain location during a particular period (6pm-6:15pm) for each of five days.

The exact situation can be of your selection. Simply record at least 10 observations on five (5) separate occasions.

a) Set-up five observations sheets with the information to be recorded.

Example:

<u>Day 1 6:00-6:15 pm</u>	<u>Corner of Main & Dobbs</u>
<u>Color of Vehicles</u>	<u>Number</u>
Red	
White	
Blue	
Gray	
Brown	
Yellow	

b) Record the information at the same time and place on each of five days, at the same place at five different periods of the day, at five different locations or among five different sets of people.

c) Construct frequency tables (see CE-17) for each set of observations.

d) For each set of observations, construct a line or bar graph.

e) What information do these graphs show?

Example: Are men generally of the same height at the five locations you selected. Would your results have been different if you had selected other locations (basketball court)?

Can you note any difference among locations, days, groups of people, etc.? How do you explain these results.

PA-3
INSTRUCTION SHEET

1. f) Compute the mean, median and mode for each set of observations
g) Construct a line or bar graph using the means of your observations. Does this graph differ from the previous graphs? If so, how?
2. Read "Operations with Polynomials" in How To Prepare (pp. 125-131). Complete the problems on pages 126, 128, 129, 130 and 131.
3. Read "Solving Simple Linear Equations" in How To Prepare (p. 133-134). Complete the problems on page 134.
4. Read "Solving Other Linear Equations" in How To Prepare (pp. 134-137). Complete the problems on p. 137.
5. Read "Proportion" in The Mathematics Test (pp. 246-248) and complete the exercises on pages 246, 247 and 248.
6. Read "Rectangular Coordinates" in The Mathematics Test (pp. 248-249) and complete the exercise on page 249.

ELECTIVES

ELECTIVES

For elective credit, the student should select one or more of the courses listed and use reference materials, people in the community or professionals in specific fields to write a report which covers each objective (essential element). If appropriate, an employer or professional in the particular field may verify the students competencies by completing a rating form or questionnaire. A written report by the student would still be required.

The report should be written in ink neatly and should include appropriate drawings, diagrams or illustrations that help to elaborate the topic. All demonstrations should be written in outline form (step by step). The report should include a table of contents, divider sheets between sections, and a bibliography of all references used. Instructors may require a private interview with the student to discuss the report in detail.

The Research Coordinating Unit of the Texas Education Agency has available a number of competency profiles which are updated periodically on Competency Based Vocational Education. The profiles list specific job competencies for occupations. The 1983-84 profiles include the essential elements for courses in vocational education.

ELECTIVES

Advanced Health Education--Health Content Area Measure (CAM)

Advanced Social Science----Government and Law CAM

Consumer Education-----Consumer Economics CAM

Career Exploration-----Occupational Knowledge CAM or
Career Planning

Business Consumer Law

Child Development

Family/Individual Health

Home and Family Living

Home Management

Introduction to Computer Programming

Personal Finance

Psychology

Recordkeeping

World History or World Geography Studies

Advanced Health Education

Advanced health education (½ unit). Advanced health education shall include the following essential elements:

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

- (A) emphasize health as a personal priority;
- (B) practice critical thinking and rational problem solving;
- (C) relate personal health to personal, educational, and professional achievement;
- (D) investigate current health and safety issues; and
- (E) recognize the roles of health and safety occupations in society.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

- (A) use a systematic approach to acquire health information;
- (B) improve skills in assessment of the value of health products and services;
- (C) relate giving and receiving love and maintaining friendships to consideration for the well-being of others and to personal well-being;
- (D) project the effects of personal choices on the quality of life, now and in the future; and
- (E) demonstrate skills in first aid and aid to persons choking or not breathing.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

- (A) describe the wide range of resources designed to protect and promote the well-being of groups of people;
- (B) use systematically acquired, comprehensive health information while making choices that affect personal health and the health of society; and
- (C) identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

Advanced Social Science Problems

Advanced social science problems (½ unit). Advanced social science problems shall include the following essential elements:

- (1) Application of historical and social science facts, concepts, rules, and generalizations to selected topics, problems, or issues. The student shall be provided opportunities to:
 - (A) formulate cause/effect, summary, and value generalizations;
 - (B) condense information into valid summaries;
 - (C) question stereotypes representing inaccurate or oversimplified judgments; and
 - (D) apply research skills to verify the validity of rules, laws, principles, generalizations, or decisions.
- (2) Democratic participatory skills. The student shall be provided opportunities to:
 - (A) evaluate the processes and results of decision making;
 - (B) apply the strategies of problem solving;
 - (C) express ideas in an orderly and open manner;
 - (D) undertake personal leadership in groups;
 - (E) accept leadership of others;
 - (F) demonstrate tolerance of differing opinions; and
 - (G) state and defend a point of view.
- (3) Processes of reasoning. The student shall be provided opportunities to:
 - (A) draw inferences from data;
 - (B) distinguish fact from opinion;
 - (C) draw conclusions from data;
 - (D) recognize common fallacies; and
 - (E) identify and analyze propaganda.
- (4) Analysis of information from various sources. The student shall be provided opportunities to:
 - (A) verify the validity of information;
 - (B) determine relationships between causes and effects;
 - (C) interpret and evaluate conflicting opinions;
 - (D) form valid generalizations;
 - (E) identify unstated assumptions; and
 - (F) detect bias in sources of information.

Consumer Education

Consumer education ($\frac{1}{2}$ unit) shall include the following essential elements:

- (1) Concepts and skills related to allocation of resources. The student shall be provided opportunities to:
 - (A) understand the purposes of and factors involved in management;
 - (B) develop and use the decision-making process;
 - (C) organize personal budget to fit needs of individual and family;
 - (D) explore types of savings and investment plans available to consumers; and
 - (E) learn types of credit, insurance, social security, and taxes.
- (2) Concepts and skills related to consumer buying. The student shall be provided opportunities to:
 - (A) determine factors which influence consumer purchasing;
 - (B) identify principles of consumer purchasing;
 - (C) determine factors influencing housing choices;
 - (D) explore housing alternatives;
 - (E) evaluate housing to meet family needs;
 - (F) determine how to buy and maintain automotive products and services;
 - (G) understand the significance of consumerism as it relates to food, meal planning, and food technology; and
 - (H) identify clothing needs and ways to budget and purchase clothes for family members.
- (3) Concepts and skills related to consumer citizenship. The student shall be provided opportunities to:
 - (A) understand the government legislation affecting consumers;
 - (B) identify the rights and responsibilities of a consumer;
 - (C) recognize types of fraudulent and deceptive practices; and
 - (D) understand action a consumer may take for protection against fraudulent and deceptive practices.
- (4) Concepts and skills related to the role of the consumer and the economy. The student shall be provided opportunities to:
 - (A) describe the role of the federal government in the American economy;
 - (B) explain how the American market system functions; and
 - (C) understand banking services and how they assist consumers in protecting money and other valuables.
- (5) Concepts and skills related to career and job opportunities. The student shall be provided opportunities to:
 - (A) explore careers related to consumer education;
 - (B) determine skill and competencies needed for employment and the education necessary to perform job tasks related to consumerism; and
 - (C) recognize procedures to combine successfully roles of homemaker and wage earner.

Career Exploration

Career exploration (½ unit). Career exploration shall include the following essential elements:

- (1) Self-awareness in relation to work. The student shall be provided opportunities to:
 - (A) recognize individual values as determining factors in choosing a career; and
 - (B) assess individual interests, aptitudes, and limitations and relate them to career goals.
- (2) Career options. The student shall be provided opportunities to:
 - (A) develop a system for collecting career information;
 - (B) explore careers within US Education Department job clusters, including new and emerging occupations;
 - (C) relate interests and aptitudes to specific career clusters;
 - (D) identify manipulative skills essential in many occupations;
 - (E) conduct a job analysis by interviewing and observing; and
 - (F) identify common elements in an occupation that may transfer to other fields.
- (3) Assessment of career opportunities. The student shall be provided opportunities to:
 - (A) locate and use information for evaluating employment opportunities; and
 - (F) determine if career objectives can result in desired long-term financial goals.
- (4) Career planning. The student shall be provided opportunities to:
 - (A) understand the necessity for gaining employability skills;
 - (B) formulate sequential long-range, tentative career plans;
 - (C) determine the amount of education or training needed to achieve career goals;
 - (D) obtain pertinent information about schools and training programs;
 - (E) select a tentative high school educational plan best suited to needs and desires;
 - (F) use constructive decision-making skills; and
 - (G) identify sources of financial assistance for any type of education or experience.
- (5) Job seeking. The student shall be provided opportunities to:
 - (A) locate information about job opportunities for which one is qualified;
 - (B) identify employment sources;
 - (C) make job applications; and
 - (D) interview for a job.
- (6) Growing on the job. The student shall be provided opportunities to:
 - (A) discuss the importance of maintaining and advancing on the job; and
 - (B) develop interpersonal skills needed in working roles.
- (7) Electronic information processes. The student shall be provided opportunities to discuss the use of current electronic methods of accessing database career information as related to course content.

Business and Consumer Law

Business and consumer law (½ unit). Business and consumer law shall include the following essential elements:

- (1) Origin of and necessity for a court system. The student shall be provided opportunities to:
 - (A) distinguish between constitutional, statutory, common, and administrative law;
 - (B) understand the organizational structure of our court systems;
 - (C) distinguish between a felony and a misdemeanor; and
 - (D) distinguish between a tort and a crime.
- (2) Characteristics of contracts. The student shall be provided opportunities to:
 - (A) identify the essentials of an enforceable contract; and
 - (B) discuss the rights and obligations of both the assignor and the assignee in contracts.
- (3) Buying goods and service. The student shall be provided opportunities to:
 - (A) define a purchasing contract;
 - (B) differentiate between express warranties and implied warranties made by the seller;
 - (C) clarify the debtor and creditor relationship;
 - (D) define the essentials of a negotiable instrument;
 - (E) discuss consumer protection laws; and
 - (F) define a holder in due course and the liability for a negotiable instrument.
- (4) Personal and real property. The student shall be provided opportunities to:
 - (A) distinguish between personal and real property;
 - (B) distinguish between a bailment and a sales relationship; and
 - (C) understand rental contracts and leases regarding the rights and obligations of landlords and tenants.
- (5) Economic protection. The student shall be provided opportunities to:
 - (A) understand the importance of wills; and
 - (B) determine priority in the distribution of an estate when there is no will.
- (6) Agency and employment. The student shall be provided opportunities to:
 - (A) discuss the obligations of each party to an employment contract; and
 - (B) examine the liability of a principal to a third party for the acts of an agent or employee.
- (7) Electronic information processes. The student shall be provided opportunities to discuss the use of current electronic methods of accessing database information as related to course content.

Child Development

Child development ($\frac{1}{2}$ unit) shall include the following essential elements:

- (1) Concepts related to preparation for parenthood. The student shall be provided opportunities to:
 - (A) identify tasks and responsibilities of parents;
 - (B) learn consumer considerations for babies such as equipment, clothing, medical expenses, insurance, and child care; and
 - (C) identify and evaluate the emotional factors related to parenting.
- (2) Concepts and skills related to prenatal and postnatal care. The student shall be provided opportunities to:
 - (A) investigate the principles of prenatal and neonatal development; and
 - (B) identify neonatal care essential to the well-being of mother and child.
- (3) Concepts and skills in evaluation of child's development. The student shall be provided opportunities to:
 - (A) understand principles of child development and relate them to specific children;
 - (B) identify influences on development of children;
 - (C) analyze factors related to physical, motor, intellectual, emotional, moral, and social development;
 - (D) determine factors affecting the development of exceptional children;
 - (E) analyze whether one's characteristics are a result of heredity or environment, or both; and
 - (F) recognize the importance of nurturance to the development of a child.
- (4) Concepts and skills related to child care techniques. The student shall be provided opportunities to:
 - (A) apply basic needs of individuals to the care of young children; and
 - (B) identify the role of play in learning.
- (5) Concepts and skills related to selection and use of appropriate child guidance techniques. The student shall be provided opportunities to:
 - (A) analyze methods of guidance and determine effectiveness of these methods; and
 - (B) assess society's role in protecting the rights of children.
- (6) Concepts and skills in analyzing career and job opportunities related to the field of child development. The student shall be provided opportunities to:
 - (A) explore careers in child care and competencies needed by personnel;
 - (B) relate child development skills to other occupations; and
 - (C) identify educational preparation.

Family/Individual Health

Family/Individual Health (½ unit) shall include the following essential elements:

- (1) Concepts and skills related to personal health. The student shall be provided opportunities to:
 - (A) identify characteristics of a healthy person; and
 - (B) promote principles of good personal health.
- (2) Concepts and skills related to family health protection. The student shall be provided opportunities to:
 - (A) identify management principles for family health and safety;
 - (B) determine factors influencing family health decisions; and
 - (C) explore ways to adjust to family health problems.
- (3) Concepts of public health. The student shall be provided opportunities to:
 - (A) identify major health concerns;
 - (B) explore factors contributing to world health problems;
 - (C) identify public health organizations;
 - (D) evaluate situations affecting community health;
 - (E) explore community health measures;
 - (F) determine methods for providing a safe environment; and
 - (G) become aware of available community resources.
- (4) Concepts for the well-being of mother and infant. The student shall be provided opportunities to:
 - (A) define principles involved in preparing for children;
 - (B) identify principles of neonatal care;
 - (C) identify principles of care of the mother; and
 - (D) identify principles of care of the growing infant.
- (5) Concepts for meeting needs in later years. The student shall be provided opportunities to:
 - (A) understand the aging process;
 - (B) identify health, safety, and clothing needs; and
 - (C) explore the personal needs of the aged.
- (6) Concepts and skills of home care of the sick. The student shall be provided opportunities to:
 - (A) explore the causes, symptoms, transmission, and prevention of communicable diseases;
 - (B) identify the principles for proper care of the sick;
 - (C) determine recreation activities for the sick;
 - (D) evaluate principles and methods for patient care skills; and
 - (E) investigate alternatives to home health care.
- (7) Concepts and skills for meeting emergencies. The student shall be provided opportunities to:
 - (A) identify home emergencies;
 - (B) determine simple first aid principles to be used in the home; and
 - (C) locate community resources for assistance in emergencies.
- (8) Concepts and skills related to gainful employment. The student shall be provided opportunities to:
 - (A) relate home nursing to careers and job opportunities;
 - (B) determine needed skills and competencies; and
 - (C) identify educational methods for occupation preparation.

Home and family living (½ unit) shall include the following essential elements:

- (1) Concepts related to individual development. The student shall be provided opportunities to:
 - (A) analyze individual needs at various stages of development;
 - (B) develop appreciation of self, family, and peers; and
 - (C) apply management principles to personal life.
- (2) Concepts related to preparation for adult living. The student shall be provided opportunities to:
 - (A) develop effective interaction skills in groups and with special individuals;
 - (B) identify adjustments of the single adult;
 - (C) recognize commitments made in marriage vows;
 - (D) identify adjustments necessitated by marriage; and
 - (E) weigh options for the immediate future.
- (3) Concepts and skills related to responsible parenthood. The student shall be provided opportunities to:
 - (A) examine qualities needed by parents;
 - (B) determine financial considerations related to children;
 - (C) identify potential emotional effects of parenthood;
 - (D) identify and evaluate the components of responsible parenthood; and
 - (E) examine special parenting situations and utilize community resources.
- (4) Concepts related to analyzing factors which contribute to a successful family life. The student shall be provided opportunities to:
 - (A) analyze factors affecting relationships within the family;
 - (B) determine rights and responsibilities of family members;
 - (C) identify the basic functions of a family;
 - (D) identify the family members as managers and consumers and understand their responsibilities in these roles;
 - (E) recognize the importance of planned spending and determining a plan for the individual needs of family members;
 - (F) investigate laws related to the family;
 - (G) analyze the impact of change on families; and
 - (H) understand the multiple roles of homemaker-wage earner.
- (5) Concepts related to family life cycle. The student shall be provided opportunities to:
 - (A) outline the functions of the family at each stage of the family life cycle;
 - (B) identify possible adjustments, problems, and rewards at each stage of the family life cycle; and
 - (C) identify support systems and services available to families.
- (6) Concepts and skills related to family crisis. The student shall be provided opportunities to:
 - (A) identify crises families may face;
 - (B) analyze family problems, crises, and methods of prevention; and
 - (C) determine methods for coping with family problems and crises.
- (7) Concepts related to career and job. The student shall be provided opportunities to:
 - (A) develop interpersonal skills needed for job success;
 - (B) examine job and career opportunities related to family living; and
 - (C) determine the interrelationship of employment and home life and the implication for satisfaction in both arenas.

Home management ($\frac{1}{2}$ unit) shall include the following essential elements:

- (1) Concepts and skills related to personal and family living. The student shall be provided opportunities to:
 - (A) explain the role of management in reaching dual and family goals;
 - (B) compare human and nonhuman resources and identify ways to utilize them; and
 - (C) establish personal priorities.
- (2) Concepts and skills related to management process. The student shall be provided opportunities to:
 - (A) understand steps in decision making;
 - (B) identify types of decisions and factors affecting choices;
 - (C) learn to adapt to change in today's society; and
 - (D) apply management skills to achieve personal and family goals.
- (3) Skills related to managing a home. The student shall be provided opportunities to:
 - (A) select a home to meet the psychological and sociological needs of the individual;
 - (B) understand how to select home furnishings and equipment;
 - (C) expand knowledge of food resources;
 - (D) identify alternate approaches for resolving problems of food management;
 - (E) recognize the importance of achieving family goals as a group;
 - (F) identify multiple roles of family members;
 - (G) determine physical and psychological needs of children;
- (H) plan for family clothing needs; and
- (I) investigate transportation needs and alternatives.
- (4) Concepts and skills related to managing as consumers. The student shall be provided opportunities to:
 - (A) know sources of family income and variations that occur during family life cycle;
 - (B) examine reasons for planning, developing, and evaluating a spending plan;
 - (C) identify various family securities and ways families can be financially secure; and
 - (D) understand the rights and responsibilities of consumers.
- (5) Concepts and skills related to daily living. The student shall be provided opportunities to:
 - (A) develop an awareness of clothing expenditures and ways to eliminate overspending;
 - (B) develop a procedure for buying food;
 - (C) plan a food budget;
 - (D) learn the facts about comparative shopping and available consumer protection;
 - (E) identify transportation expenditures and explore alternatives;
 - (F) recognize the importance of family recreation and leisure time and the need to allocate time and money for these activities; and
 - (G) understand the various housing options including the cost and methods of financing.
- (6) Concepts related to career and job opportunities pertaining to home management. The student shall be provided opportunities to:
 - (A) develop skills and competencies needed for job success;
 - (B) identify semiprofessional, professional, skilled and technical jobs related to home management;
 - (C) determine the interrelationship of employment and home life and the implication for satisfaction in both areas; and
 - (D) identify family members' responsibilities in the management of earnings.

Introduction to Computer Programming

Introduction to computer programming (½ unit). Introduction to computer programming shall include the following essential elements:

- (1) Introduction to programming. The student shall be provided opportunities to:
 - (A) keyboard prewritten simplified input;
 - (B) differentiate between control statements and programming statements;
 - (C) understand the difference between a data file and a program;
 - (D) store and retrieve information from different media;
 - (E) edit programming statements; and
 - (F) take care of the computer and media.
- (2) Simulating computer program. The student shall be provided opportunities to:
 - (A) learn the order in which commands and conditional/unconditional statements are accepted by the computer;
 - (B) identify the uses of variables, constants, and literals; and
 - (C) identify action words in language.
- (3) Flowcharting. The student shall be provided opportunities to:
 - (A) follow logical steps in the problem-solving process;
 - (B) follow direction flow and use connectors;
 - (C) determine alternatives and make decisions;
 - (D) sequence and link; and
 - (E) loop and complete.
- (4) Structuring programs. The student shall be provided opportunities to:
 - (A) correlate read and input statements;
 - (B) format input and output;
 - (C) use branch statements;
 - (D) use subroutines and repetitive operations;
 - (E) apply graphics to business applications;
 - (F) use string manipulation; and
 - (G) debug.
- (5) Documentation. The student shall be provided opportunities to:
 - (A) follow proper methods of software documentation;
 - (B) list facts about the program; and
 - (C) list bugs.
- (6) Electronic information processes. The student shall be provided opportunities to discuss how computer programs provide for efficient flow of information.

Personal Finance

Personal finance ($\frac{1}{2}$ -1 unit). Personal finance shall include the following essential elements:

- (1) Insurance. The student shall be provided opportunities to:
 - (A) examine the concept of risk and the need for insurance;
 - (B) discuss the probability of loss and how insurance works;
 - (C) identify the different kinds of insurance;
 - (D) read and understand insurance policies;
 - (E) differentiate between personal and property insurance;
 - (F) determine the legal status of an insurance policy; and
 - (G) plan an insurance program.
- (2) Investments. The student shall be provided opportunities to:
 - (A) investigate and discuss investing in securities;
 - (B) relate investments to short- and long-term goals and needs;
 - (C) establish criteria for the selection of savings and investments;
 - (D) distinguish between stocks and bonds;
 - (E) analyze an annual report;
 - (F) investigate how one participates in a mutual fund investment plan; and
 - (G) plan an investment program.
- (3) Real estate. The student shall be provided opportunities to:
 - (A) discuss investing in real estate;
 - (B) compare costs of renting with home ownership;
 - (C) identify types of land ownership;
 - (D) investigate factors in buying or building a home;
 - (E) examine the rights and responsibilities of real property ownership;
 - (F) explore the cost of financing a home;
 - (G) differentiate between mortgage, judgment lien, and mechanics lien;
 - (H) determine closing costs; and
 - (I) identify restrictions that might be found in deeds.
- (4) Electronic information processes. The student shall be provided opportunities to discuss the use of current electronic methods of accessing database information as related to course content.

Recordkeeping (½-1 unit). Recordkeeping shall include the essential elements in this subsection. Recordkeeping offered for one semester must include the elements in paragraphs (1) - (3) of this subsection. Recordkeeping offered for two semesters must include all of the elements in this subsection.

- (1) Recording and maintaining information. The student shall be provided opportunities to:
 - (A) understand the importance of keeping accurate records;
 - (B) organize a recordkeeping system;
 - (C) maintain records and prepare statements for a small business;
 - (D) develop recordkeeping vocabulary;
 - (E) identify applications of computer technology to business tasks; and
 - (F) process data electronically.
- (2) Banking. The student shall be provided opportunities to:
 - (A) identify different kinds of banking services;
 - (B) open and maintain different kinds of bank accounts;
 - (C) differentiate between various types of check endorsements; and
 - (D) reconcile bank statements.
- (3) Money management. The student shall be provided opportunities to:
 - (A) plan and maintain a budget;
 - (B) learn how to obtain and use credit;
 - (C) verify bills and statements;
 - (D) establish and maintain a petty cash fund; and
 - (E) compile personal income tax information.
- (4) Payroll. The student shall be provided opportunities to:
 - (A) calculate earnings using various payroll plans;
 - (B) figure and report payroll deductions;
 - (C) maintain payroll register;
 - (D) maintain records required for tax audit; and
 - (E) compile quarterly tax reports.
- (5) Business forms. The student shall be provided opportunities to:
 - (A) determine functions of various business forms; and
 - (B) prepare and process source documents.
- (6) Inventory. The student shall be provided opportunities to:
 - (A) procure, store, and issue supplies; and
 - (B) differentiate between periodic and perpetual inventory.
- (7) Electronic information processes. The student shall be provided opportunities to discuss the use of current electronic methods of inventory control, transferring funds, and accessing database information as related to course content.

Psychology

Psychology (½ unit). Psychology shall include the following essential elements:

(1) Nature of psychology. The student shall be provided opportunities to:

- (A) define the fields of psychology;
- (B) analyze the tools and techniques of psychology; and
- (C) understand the terminology of psychology.

(2) Human growth, development, and behavior. The student shall be provided opportunities to:

- (A) explain stages of human growth and development;
- (B) understand factors involved in learning and language development;
- (C) describe thinking and creative processes;
- (D) explain motivation and emotion; and
- (E) understand personality theories, disorder therapies, and personality testing and assessment.

(3) Development of the individual. The student shall be provided opportunities to:

- (A) analyze the development of self-concept;
- (B) understand relationships of individuals with other individuals and with groups; and
- (C) establish individual long- and short-range goals.